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ORIGIN AND DEVELOPMENT OF THE HIGH SCHOOL IN NEW ENGLAND BEFORE 1865

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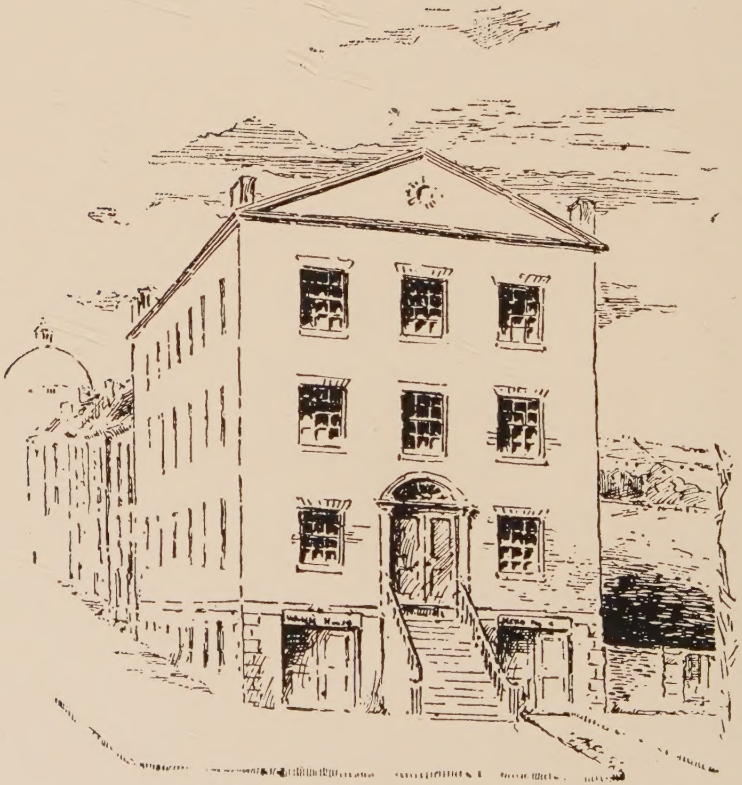

Boston English Classical School

1821-1824

97240.

UNIVERSITY OF PENNSYLVANIA

Origin and Development of the High School in New England Before 1865

BY

EMIT DUNCAN GRIZZELL

R. UNIV.
BIBLIOTHEEK
LEIDEN

A THESIS

IN EDUCATION

PRESENTED TO THE FACULTY OF THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

PHILADELPHIA

1922

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TO MY WIFE

AN INTRODUCTION

From the standpoint of comparative education, the public school system of the United States is entirely anomalous. It presents a strange mixture of somewhat incongruous parts. In origin it represents elements that were brought from England by the Puritans, and adopted without modification. Other elements were taken from other various European sources, while still others are apparently indigenous. It has grown partly by accretion and partly by modification and blending of the diverse elements of which it is composed. One of the most interesting of its parts is the public high school. In this respect our system is unique; no institution like it is found in any other country.

What was its origin? What were the influences, political, economic, and social, that brought it into being and that caused its development? Although the date and place of the first public high school have been known for years and the general circumstances under which it was established are well understood, the real social and economic causes for its development are still somewhat uncertain. Histories of education, for the most part, merely repeat statements long current in educational literature. Definite information regarding the high school for the period from 1821 to 1865 has been singularly lacking. A preliminary investigation into original school documents in Worcester, Massachusetts, brought the conviction

that there was much valuable material in this period not yet discovered and awaiting only the person who was sufficiently well trained in methods of research to bring this to light, and sufficiently well grounded in history and political science to interpret the material found.

This happy combination was found in the author of this book. In his study, Doctor Grizzell has made a distinct contribution to the history of education. He has conclusively shown that the public high school, in New England at least, is distinctively American both in organization and purpose. It may or may not be true that the American four-year high school has outlived its usefulness and should give way to another and better type of institution. But, even if this should prove true, it can no longer be attributed to the essentially undemocratic origin of the school resulting from grafting a Prussian institution upon our newly-developing school system. Doctor Grizzell not only convincingly demonstrates the indigenous character of the high school but also points out some of the most important political, economic and social influences that have caused its phenomenal growth.

Arthur J. Jones.

University of Pennsylvania,
Philadelphia, Pa.
February 1, 1923.

FOREWORD

The beginnings of the American high school have been the cause of much controversy in recent years and as a result much has been said about the early high school development in the United States that has seemed at variance with American ideals and traditions. For the most part the emphasis placed upon foreign influences as determining factors in our high school development has not been accompanied by sufficient evidence to justify such assumption. The aim of this study is to present as fully as possible the facts concerning the origin and development of the high school in New England during the formative period of its history. At the same time attention is called wherever possible to those social and economic forces that affected high school origins, theory, and practice. This twofold purpose is constantly before the author throughout this study and will account for the essential character of the work as presented.

In the beginning the writer was confronted with the problem of securing the data necessary to a thorough study of the institution. The material needed was not all to be found even in the larger libraries. Much valuable information was to be had only in manuscript records of school committees and town meetings. This could not be obtained except by a personal examination at the local repository. In order to simplify matters an inquiry was sent to the superintendents of schools of all the impor-

tant cities and towns in New England asking for definite information as to the character of source materials available. On the basis of the replies a large number of important centers were selected and visited by the author, with the result that much valuable material was examined. These data, together with such secondary material as was available in the larger libraries, have provided the basis for this study.

The author feels greatly indebted to the many schoolmen, librarians and others who have coöperated so readily in the location of source materials. To mention all by name would be a great pleasure but the limitations of space will not permit. Among those who have been of greatest service are the members of the Department of Education, University of Pennsylvania, including Commissioner Frank P. Graves, whose personal interest has been of great value. An especial acknowledgment is due Dean John H. Minnick and Professor Thomas Woody for their personal interest in the work. The author feels a deep sense of gratitude to Professor Arthur J. Jones under whose wise direction the investigation was pursued and to whom he owes much for the inspiration to carry the work to completion. Whatever of good there may be in the study is due in great measure to the unusual cooperation the writer has received.

E. D. G.

Philadelphia,
April 15, 1922.

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ORIGIN AND DEVELOPMENT OF THE HIGH SCHOOL IN NEW ENGLAND BEFORE 1865

ORIGIN AND DEVELOPMENT OF THE HIGH SCHOOL IN NEW ENGLAND

CHAPTER I

EARLY SECONDARY EDUCATION IN NEW ENGLAND

I. THE LATIN GRAMMAR SCHOOL

When the founders of New England came to these shores they brought with them traditions, customs, practices, institutions, and ideals that were the social heritage of many centuries. Their migration was a protest against the natural outcome of those traditions, customs, practices, and institutions. In a large measure it was an effort to realize their ideals of political and religious freedom. They transplanted on the shores of a new continent their age-old heritage, modifying but little the institutions to which they were accustomed. The home, the church and the state, the *sine qua non* of the Englishman, assumed their accustomed relationships in the new land and around them developed those supplementary institutions necessary to the promotion of social and economic progress.

Among the institutions necessary to the success of the infant religious commonwealth was the school. The Pilgrims at Plymouth, because of their sojourn among people of foreign tongue, had come to depend upon the home to

provide for the education of the youth. This practice continued for more than a generation after their coming to New England. On the contrary, the Puritans who settled Massachusetts Bay began to provide immediately for the education of the youth of the whole community in town schools. In the organization of these schools the grammar schools of old England became the model because they were the schools in which the leaders of the new religious commonwealths had been educated. Along with the imitation of the English grammar school as an institution for secondary education came the spirit of protest concerning its control and support.[1]

This protest was largely the contribution of Calvinism and accounts for the variations as to methods of control and support of the New England Latin grammar school.[2] When the colonies of Connecticut and New Haven were established their towns also established grammar schools like those in England. New Hampshire, while still a part of Massachusetts Bay and after its establishment as an independent colony, followed the example of the mother colony. Even little Rhode Island, that rendezvous of radicals of the colonial period, had occasional Latin grammar schools. These schools with their organization, curriculum and methods were of the *old* England, but their aims and methods of administration were a result of protesting Calvinism and the changed economic and social environment of the *new* England.

The Latin grammar school was, therefore, a ready-made institution imported and transplanted to a new continent.

[1] No satisfactory explanation has been found for the origin of the town unit for school control and support.

[2] Brown: *The Making of Our Middle Schools*, p. 9.

During the first generation of its American life it was among its own people, those whom it had trained for service and leadership in an old world. Its aim was determined by the needs of the society which it served. Its curriculum included certain experiences of the race and their adaptation to meet the needs of the day. Its methods and organization were the result of centuries of old world theory and practice in education. Its administration varied according to the practices developed under the new colonial governments. When other generations came along and the old ties with the mother country had weakened, the desire to imitate gave way to the growing spirit of protest. From that time forth the Latin grammar school declined and gradually a new secondary school, the academy, supplanted the old institution. The old régime, the colonial period, was passing and in the transition to the new régime, the national period, there was need for the secondary school of the transition. It was more than a school of transition; it was a school of experimentation for out of it was to come the real American secondary school—the high school.

The period of two centuries between the landing of the Pilgrims at Plymouth in 1620 and the establishment of the first American high school at Boston in 1821 was a period of gradual economic and social evolution. The history of colonial secondary education is divided clearly and definitely by the Revolution. This sharp division is particularly evident in New England where both the Latin grammar school and the academy were prominent institutions. Since the dividing line was distinctly drawn, it is possible to consider the two institutions separately both chronologically and as institutions.

The Latin grammar school passed through two fairly distinct phases in its century and a half of institutional history. One phase, that of the seventeenth century, represents the rise and the other, that of the eighteenth century, represents the decline. Before the beginning of the eighteenth century the Latin grammar school was established in all the larger towns of New England. The movement probably began with the town of Boston on the "13th of the 2d moneth 1635" [3] when it was voted in town meeting "that our brother Philemon Pormont, shall be intreated to become scholemaster, for the teaching and nourtering of children with us." There is no record that the school was established, but in August of the following year a meeting of the "richer inhabitants" was held at which a subscription was taken for the support of a schoolmaster, Mr. Daniel Maud. This was not strictly a school with public support and the first record of public support for schools in Boston was the setting apart of Deer Island in 1641.[4] It is very probable that the later "Publick Latin School" of Boston had its beginning in these early years of the town's existence.

Within a decade after these beginnings in Boston, at least eight other Latin grammar schools were established in New England. Here belong Charlestown (1636),[5] Salem (1637), Dorchester (1639), New Haven (1639), Hartford (1639), Cambridge (1640 or 1643), Roxbury (1645), and Braintree (1645 or 1646).[6] There is some

[3] April 23, new style.
[4] Brown: *op. cit.*, p. 34 f.
[5] It is very likely that Charlestown established the first Latin grammar school in New England in 1636. See Jernegan: "Beginnings of Education in New England" (*School Review*, XXIII, p. 367 f.).
[6] Small: *Early New England Schools*, p. 30.

evidence also that Ipswich, Dedham, and Newbury, Massachusetts, Guilford, Connecticut and Newport, Rhode Island had established Latin grammar schools in this early period.[7] These schools all belonged to the same general type but they varied greatly as to control and support. The tendency toward variation was merely the groping of the colonists in their efforts to adjust the old institution to the new environment. It was a period of experimentation, the results of which were the formulation of a policy of public secondary education and the legal establishment of the Latin grammar school as the standard secondary school in New England for almost two centuries.

The Massachusetts law of 1647,[8] commonly known as the "old deluder" law, was an attempt to standardize the practice that had grown up during the previous decade in the towns mentioned above. The establishment of such schools in the colony of Connecticut and the influence of the Massachusetts law of 1647 led to the passage of grammar school legislation in the former colony in 1650.[9] This law of 1650 became the law for the larger colony of Connecticut after the union with New Haven[10] under the Charter of 1662. New Hampshire was a part of Massachusetts Bay until 1679. After its separation from the mother colony there was no definite grammar school legislation for a period of forty years. In 1670 Plymouth Colony provided that certain profits from the Cape fish-

[7] Jernegan: *op. cit.*, p. 361 f.

[8] *Massachusetts Colonial Records*, II, p. 203.

[9] The code of laws adopted by Connecticut in 1650 contained the provisions of the Massachusetts law of 1647. *Connecticut Colonial Records*, I, p. 554 f.

[10] No such general law was passed by New Haven before the union. A colony grammar school was established in 1660. *Records of Colony or Jurisdiction of New Haven*, p. 372 f.

eries should be set aside for the encouragement of "a free school in some town in this jurisdiction, for the training up of youth in literature for the good and benefit of posterity." [11] This legislation was permissive and resulted in the establishment of a school at Plymouth which probably developed into a Latin grammar school in 1672 when Corlett became the master. In 1677 a compulsory grammar school law very similar to that of Massachusetts Bay was enacted and was extended to all towns meeting the requirements of the law.[12] In 1692 the colonies of Massachusetts Bay and Plymouth were united and the law of 1647 became the law for the larger colony. Rhode Island passed no educational legislation during the colonial period.

While the leadership in church and state consisted of such men as Winthrop, Cotton, and Davenport, men trained in the grammar schools and universities of old England, the future of the Latin grammar school was secure. Even the generation immediately following remained loyal to the institutions of their fathers. As a result, during the seventeenth century most towns that came under the grammar school law made some effort to meet the requirements. By 1700, "as many as twenty-seven grammar schools were begun, and possibly seven others; and one was attempted but lacked popular support." [13] Their distribution is shown by the following table.

[11] *Plymouth Colony Records*, V, p. 107 f.

[12] Small: *op. cit.*, p. 15 f. In some respects the Plymouth law of 1677 was more stringent than those of the other colonies. It required the establishment of a Latin grammar school in all towns having seventy families or more. The laws of Massachusetts and Connecticut fixed one hundred families as the minimum.

[13] Small: *op. cit.*, p. 30.

TABLE I [14]

LATIN GRAMMAR SCHOOLS ESTABLISHED BEFORE 1700

Massachusetts Bay (before 1692)

Boston, 1635 or 1636 (?)
Charlestown, 1636
Salem, 1637
Dorchester, 1639
Cambridge, 1640 or 1643
Roxbury, 1645
Braintree, 1645 or 1646
Watertown, 1650
Ipswich, 1651
Dedham, 1653
Newbury, 1658 or 1687
Northampton, 1667
Hadley, 1667 or 1681
Hingham, 1670
Swansea, 1673 (?)
Concord, 1680 or 1690
Woburn, 1685 (unsuccessful)
Lynn, 1687 (?)
Springfield, before 1690

Plymouth (before 1692)

Plymouth (county), 1671
Duxbury, 1677
Rehoboth, 1678
Bristol, 1682
Barnstable, 1682 or 1685 (?)
Taunton, 1682 (?)

Massachusetts (after 1692)

Plymouth (town), 1699
Taunton, 1697
Marblehead, 1698 (?)
Sandwich, 1699 (?)
Lynn, 1700

[14] Small: *op. cit.*, p. 30, and Jernegan: *op. cit.*, p. 364 f. Small and Jernegan do not agree in many details regarding the establishment of the early grammar schools. However, it may be said that Jernegan was not studying the Latin grammar school specifically and may have disregarded what were for his purpose unimportant details which were of great significance to Small in his specific study of the Latin grammar school. The writer has attempted to evaluate the varying statements and present what seems to be a conservative conclusion. So little is known concerning the beginnings of education in Rhode Island that it is doubtful whether the school established at Newport provided instruction of the character usually found in Latin grammar schools. Maine remained a part of Massachusetts until 1820 and Vermont was not actually settled until 1762. Consequently we are not concerned with those two sections.

Connecticut

Hartford, 1639
New Haven, 1639
Guilford, 1643 (?)
Windsor, 1674 or 1698
Farmington, 1683
New London, 1698
Fairfield, before 1700 (?)

New Hampshire

Portsmouth, 1696 (probably earlier)
Exeter, before 1700 (?)

Rhode Island

Newport, 1640 (?)

The reëstablishment of old towns and the rise of new ones remote from the settled coast region took place rapidly after the return of peace in 1713. The removal of the dangers and uncertainty due to Indian warfare that had harassed the frontier communities for forty years encouraged this new town development enormously. It is very likely that the schools established in the older towns of the seventeenth century continued with some degree of regularity until the Revolution. It is difficult, however, to trace the history of the Latin grammar school and its development in the new towns during the eighteenth century. The records of at least twenty-eight towns, most of which were in Massachusetts, show that such schools were established after 1700. In most instances these schools were established contrary to popular will and their existence depended upon the vigilance of the courts and the legislature.

New Hampshire showed more leniency in the enforcement of the law than was shown in Massachusetts. As a consequence, frequent changes were made in the legal requirements and the occasional presentment of towns by the grand jury was often dismissed. Massachusetts per-

sisted in the enforcement of the law and increased the penalty until it was cheaper to maintain a school than pay the fine incurred for non-maintenance. As a result, various court-dodging devices were adopted by the towns to avoid both the support of a regular school and the legal penalty. A common device was the maintenance of a school during the sessions of courts and the legislature. Many town records contain entries providing for such short-term schools. There are numerous instances also of town votes for support of Latin grammar schools that were never carried out by the selectmen. As the inhabitants drifted farther and farther from the "center" of the town the protests became stronger and more frequent against the support of a town school which their children could not attend on account of the long distance and the dangers to be encountered, especially during the winter season. This condition led to the development of the moving school, which conformed to the letter but not the spirit of the law. Towns such as Worcester tried the moving school at various times as a substitute for the town school as required by law. As time went on Massachusetts legislators were frequently instructed by their towns to move the repeal of the obnoxious law.

It is evident that throughout the middle half of the eighteenth century there was a constant decline in the Latin grammar school as an efficient educational institution. Even those that continued after the Revolution were suspended during the period of the war and their later existence was precarious. Boston, Salem, Worcester, Plymouth and Portsmouth were practically the only important towns that succeeded in maintaining the old town schools to the end of the century.

The character of early secondary education in New England is most clearly revealed in an examination of its aim and the efforts made to achieve that aim through the curriculum, organization, and methods. Throughout the colonial period the Latin grammar school followed the old world practice of restricting its opportunities to the youth of better parts who were capable of undergoing the strict regimen provided by the narrow classical instruction. Such training was thoroughly undemocratic and in time lost its prestige in the new world society. No provision was made for girls and for the non-professional groups that became prominent elements in the social and economic life of the eighteenth century.

The aim of secondary education during the colonial period was predominantly religious and narrowly vocational. It aimed directly or indirectly at training for service in church and state. The first definite statement of the aim of secondary education as represented by the Latin grammar school is found in "New England's First Fruits":

"And by the side of the Colledge a faire Grammar Schoole, for the training up of young schollars, and fitting of them for Academical learning, that still as they are judged ripe they may be received into the Colledge of this Schoole:" [15]

Roxbury provided a "Grammar School" for the town in 1645 but no mention was made of preparation for college. The aim of the school was stated as follows:

"Whereas, the Inhabitantes of Roxburie, in consideration of their relligeous care of posteritie, have taken into consideration how necessarie the education of theire children in Litera-

[15] *Massachusetts Historical Collections*, 1792, I, p. 243.

ture will be to fitt them for public service, both in Churche and Commonwealthe, in succeeding ages." [16]

In 1647 Massachusetts Bay colony passed the famous "old deluder" law by which the aim of public secondary education was fixed for a century and three quarters. The law ordered:

"y^{t} where any towne shall increase to ye numb^{r} of 100 families or household^{rs}, they shall set up a grammar schoole, ye m^{r} thereof being able to instruct youth so farr as they shall be fited for ye university, . . ." [17]

By this law the Latin grammar school became the preparatory school of the university—the first stage in the preparation for service in church and state.

The committee of Trustees of the Hopkin's Grammar School of New Haven, in 1684, combined the two aims, preparation for the university and service in church and commonwealth:

"The Erection of ye said Schoole being principally for ye Institucion of hopeful youth in ye Latin tongue, and other learned Languages soe far as to prepare such youths for ye colledge and publique service of ye Country in Church, & Commonwealth." [18]

This dual aim remained throughout the colonial period. Preparation for college was emphasized by those schools which were nearest the college. Those situated farthest away placed chief emphasis upon the training for public service.

There is little definite information concerning the cur-

[16] Dillaway: *A History of the Grammar School in Roxburie*, p. 7 f.
[17] *Records of the Governor and Company of the Massachusetts Bay in New England*, II, p. 203.
[18] Barnard: *American Journal of Education*, IV, p. 710.

riculum of the Colonial secondary school. Available data indicate that Latin and Greek formed the core of the curriculum.

"From the allusions and more direct testimony of Cotton Mather and John Barnard, we learn that in the days of Ezekiel Cheever, the master's Accidence was used by beginners in the Boston Latin School, and that it was followed by Lilly's grammar. The text authorized and prescribed in England is doubtless referred to in the latter designation. Æsop's *Fables,* the *Colloquies* of Corderius, the *Æneid,* Cicero's *De officiis* and orations (*Pro Archia poeta* being particularly mentioned), Cato, and Ovid's *Metamorphoses* were read. An exercise in turning one of the fables into verse is referred to." [19]

A century later we find but little change in the curriculum.

"They began with Cheever's Latin Accidence, which was followed by Ward's Lilly's Latin grammar. The reading consisted of Æsop, with a translation; *Eutropius,* also with a translation; Corderius, Ovid's *Metamorphoses,* Vergil's *Georgics* and *Æneid,* Cæsar, and Cicero. Of these, Cæsar and the *Georgics* seem to have been less commonly used in grammar schools than the other works mentioned. In the sixth year of the course, the boy was half through Vergil. The master permitted the reading of such translations of Vergil as Trappe's and Dryden's. Composition was begun, apparently, at about the same time with the reading of Æsop or of Eutropius, and Clarke's *Introduction to the Writing Latin* was the first text-book used. Near the end of the course Horace was read, and Latin verses were composed with the help of the *Gradus ad Parnassum.*" [20]

In addition to the subjects and texts mentioned above another account concerning the same period (1773) adds "a small nomenclature [nomenclator ?], and . . . Xeno-

[19] Brown: *op. cit.,* p. 130.
[20] *Ibid.,* p. 132.

phon and Homer." [21] The curriculum was apparently six or seven years in length at the time of the Revolution and probably varied considerably in different schools.

The earliest complete curriculum that has come down to us is that of the Boston Public Latin School adopted in 1789. It consisted of four years and was organized as follows:

"1st Class—Cheever's Accidence. Corderius's Colloquies—Latin and English. Nomenclator, Æsop's Fables—Latin and English. Ward's Latin Grammar or Eutropius.

"2d Class—Clarke's Introduction—Latin and English. Ward's Latin Grammar. Eutropius, continued. Selectæ e Veteri Testamento Historiæ, or, Castilio's Dialogues. The making of Latin, from Garretson's Exercises.

"3d Class—Cæsar's Commentaries. Tully's Epistles, or Offices. Ovid's Metamorphoses. Virgil. Greek Grammar. The making of Latin from King's History of the Heathen Gods.

"4th Class—Virgil, continued. Tully's Orations. Greek Testament. Horace. Homer. Gradus ad Parnassum. The making of Latin continued." [22]

Throughout the colonial period Latin masters had been called upon to teach the English branches. Frequent protests were recorded but gradually the sanctity of the classics gave way to the onslaught of the vernacular. The Boston Public Latin School was slow to include the English branches. The reform came, however, during the headmastership of Gould sometime after 1814. Among the branches first added were arithmetic, geometry, trigonometry, algebra, and geography. Following these came declamation, reading, English grammar, English composition, forensic discussions, history and chronology,

[21] *Ibid.*, p. 132.
[22] Jenks: (*Catalogue of Boston Public Latin School*, p. 286 f.)

and the constitution of the United States and of Massachusetts.[23]

Throughout the seventeenth and eighteenth centuries the curriculum of the secondary school was determined chiefly by the college entrance requirements. In 1643 Harvard College established the following standards of admission:

"When any Schollar is able to understand *Tully,* or such like classicall Latine Author *extempore,* and make and speake true Latine in Verse and Prose, *suo ut aiunt Marte;* And decline perfectly the Paradigim's of *Nounes* and *Verbes* in the *Greek* tongue: Let him then and not before be capable of admission into the Colledge." [24]

The entrance requirements adopted by Yale in 1745 reveal the continued influence of the college a century later. They were stated as follows:

"That none may expect to be admitted into this College unless upon Examination of the President and Tutors, they shall be found able Extempore to Read, Construe and Parce Tully, Virgil and the Greek Testament; and to write True Latin in Prose and to understand the Rules of Prosodia, and Common Arithmetic, and Shall bring Sufficient Testimony of his Blameless and inoffensive Life." [25]

The organization of the Latin grammar school was simplicity itself. The activities of the school were confined to the formal study and recitation of the various school subjects. There is little of record concerning the internal organization other than the length of the school day and the classification of pupils according to "theire

[23] Inglis: *Principles of Secondary Education,* p. 165.
[24] "New England's First Fruits" (*Massachusetts Historical Collections,* 1792, I, p. 242).
[25] Broome: *A Historical and Critical Discussion of College Admission Requirements,* p. 30.

degrees of learning." It was a custom also to appoint monitors to keep record of delinquencies such as truancy and tardiness.[26] So far as the master's official duties were concerned, his time was given up to the hearing of pupils recite. The work of organization and administration was so simple that it required little of the master's time. Supervision was a function performed by the minister and other civil officials and was not considered a professional matter.

The following rules [orders] prescribed by "Ye Committee of Trustees for the Grammar Schoole at New Haven" are interesting and give a fairly definite picture of Latin grammar school internal procedure during the colonial period:

"1. The Erection of ye sd Schoole being principally for ye Institucion of hopeful youth in ye Latin tongue, and other learned Languages soe far as to prepare such youths for ye Colledge and publique service of ye Country in Church, & Commonwealth. The Chief work of ye Schoole-Mr. is to Instruct all such youth as are or may be by theire parents or Friends sent, or Committed unto him to yt end with all diligence faithfulness and Constancy out of any of ye townes of this County of New haven upon his sallary accompt only, otherwise Gratis. And if any Boyes are sent to ye Mr of ye said Schoole from any other part of ye Colony, or Country, Each such boy or youth to pay ten shillings to ye Mastr at or upon his entrance into ye said Schoole.

"2. That noe Boyes be admitted into ye sd Schoole for ye learning of English Books, but such as have been before taught to spell ye letters well & begin to Read, thereby to perfect theire right Spelling, & Reading, or to learne to write, & Cypher for numeracion, & not addicion, & noe further, & yt all others either too young & not instructed in letters & spelling, & all Girles be excluded as Improper & inconsistent wth such a Grammar Schoole as ye law injoines, as is ye Designe

[26] Brown: *op. cit.*, p. 137.

of this Settlemt, And yt noe Boyes be admitted from other townes for ye learning of English, without liberty & specially licence from ye Comitte.

"3. That the Master & Schollars duly attend the Schoole Houres, viz. from 6 in ye morning to 11 o Clock in ye forenoone, And from 1 a Clock in the afternone to 5 a Clock in the afternoone in Summer & 4 in Winter.

"4. That the Mr shall make a list or Catalogue of his Schollars names And appoint a Monitor in his turne fore one week or longer tyme as the Mr shall see Cause, who shall every morning & noone et at least once a day at ye set tyme Call over ye names of ye Schollars and Note down the Late Commers, or Absent, And in fit season Call such to an accompt That the faulty, & truants may be Corrected or reproved, as their fault shall desearve.

"5. That the Schollars being called together the Mr shall every morning begin his work with a short Prayer for a blessing on his Laboures & theire Learning.

"6. That the prayer being ended the Master shall Assigne to every of his Schollars theire places of Sitting according to theire degrees of learning. And that (having theire Parts, or Lessons appointed them) they keep theire Seates, & stir not out of Doors, with [out] Leave of the Master, and not above two at one tyme, & soe successively: unless in Cases of necessity.

"7. That ye Schollars behave themselves at all tymes, especially in Schoole tyme with due Reverence to theire Master, & with Sobriety & quietnes among themselves, without fighting, Quarrelling, or calling one anothr or any others, bad names, or using bad words in Cursing, taking the name of God in vaine, or other prophane, obscene, or Corrupt speeches which if any doe, That ye Mr Forthwith give them due Correcion. And if any prove incorrigible in such bad manners & wicked Corrupting language & speeches, notwithstanding formr warnings, admonishions & Correcion that such be expelled ye Schoole as pernicious & dangerous examples to ye Rest.

"8. That if any of ye Schoole Boyes be observed to play, sleep, or behave themselves rudely, or irreverently, or be any way disorderly at meeting on ye Sabath Daye or any other tyme of ye Publique worships of God That upon informacion

or Complaint thereof to ye due Conviccion of the offender or offenders, The Master shall give them due Correccions to ye degree of ye Offence. And yt all Correccions be with Moderacion.

"9. That noe Lattine Boyes be allowed upon any pretence (sickness, and disability excepted) to withdraw, or absent themselves from the Schoole, without liberty graunted by the Master, and yt noe such liberty be granted but upon ticket from ye Parents or frends, & on grounds sufficient as in Cases extraordinary or absolute necessity.

"10. That all the Lattin Schollars, & all other of ye Boyes of Competent age and Capacity give the Mr an accompt of one passage or sentence at least of ye sermons the foregoing Saboth on ye 2d day morning. And that from 1 to 3 in ye afternoone of every last day of ye week be Improved by ye Mr in Catechizing of his Schollars yt are Capeable." [27]

The methods of control and support of grammar schools in New England varied greatly in detail and at different periods. When the Massachusetts Bay settlers began to legislate in town meeting, such procedure was extra-legal. The success of the town meeting appealed strongly to the colonial legislature and was legalized by an act of General Court in 1636.[28] This act gave the towns the authority "to make such orders as may concern the well ordering of their towns not repugnant to the laws and orders here established by the General Court." Boston had already attempted to make provision for a town school and during the next decade other towns proceeded to establish schools by vote of town meeting.

Management of school in town meeting was not practicable because of the details connected therewith. The selectmen, the administrative body of the town, were at first given specific instructions relating to the securing of

[27] Barnard: *American Journal of Education,* IV, p. 710 f.
[28] *Massachusetts Colonial Records,* I, p. 172.

the master, providing a suitable house and other minor details. Sometimes special temporary committees were appointed to act independently or in conjunction with the selectmen. The minister was usually placed on all or the more important committees. The practice varied to such a degree that it is impossible to do more than suggest the main features of the delegation of control. The next definite step was the appointment of the school committee. Among the first towns to provide such permanent body to be known as the "School Committee" was Salem in 1712. The permanent and independent character of this committee may be judged from the fact that a continuous record has been kept by the committee from 1712 down to the present time.[29]

As the district system developed in the several colonies the separate districts gradually assumed control over their schools which were usually elementary in character. The town grammar school as a secondary school continued to function at the center except in towns that had adopted the moving grammar school, and it was under the immediate control of the town school committee or selectmen or their joint supervision. The minister retained his position of importance in connection with the Latin grammar school throughout its long period of existence. His actual powers and functions varied from those of practical dictator, in the early period, to those of "visitor" at the close of the period of Latin grammar school su-

[29] *Records of School Committee* (MS.) 1712-. The first volume covers the period 1712-1802 and is kept with the records of the School Committee in the School Administration Building at Salem. Charlestown was the first town to appoint a school committee, probably temporary in character, February 12, 1637-8. (See Jernegan: *op. cit.*, p. 378.)

premacy. It was no doubt the influence of the Puritan minister that determined the unique character of the grammar school as an institution and the same influence that caused much of its unpopularity in its latter days. It seems clear that the methods of control developed according to the needs and conditions of the individual towns and at no time were the grammar schools of any colony controlled in a uniform way. The organs of control, whatever they were, received their authority from the people in town meeting assembled.[30] Variations from this method existed, it is true, but such variations were merely exceptions to the general rule and were found chiefly among schools supported by private funds.[31]

From the beginning and throughout the colonial period the public grammar school was everywhere, except in Connecticut, a town school. It was a public school in so far as it was subject to public control and was required by act of the colonial legislature. On the other hand it did not generally receive public support to the extent that the public school of today is supported by public funds. It seems an anomaly therefore to call the colonial grammar school a free school as was often done.[32] There were several methods of support that were employed. These

[30] New Hampshire went further than any other colony in making the selectmen individually responsible for the maintenance of the grammar school by the law of 1721.

[31] Private grammar schools, such as the Hopkins Grammar School in New Haven, were usually controlled by a board of trustees. New Haven formally turned over the school to a body of seven trustees in 1688. (See Steiner: *The History of Education in Connecticut,* p. 27.) Control by wardens, trustees, etc., was a common English practice.

[32] The conception of "free" as applied to education probably emphasized the point of view that a school that was merely accessible, whether charging tuition or not was a "free" school. Accordingly the Latin grammar school was not free, that is accessible, to girls.

methods varied in the different colonies and in the towns of the same colony.

In 1700 Salem supported its school as indicated by the following:

"1700, Feb. 9. As a sample of the income for this school at the date here given, the subsequent items are presented.

Ryall Side	£22	5	6
Baker's Island	3		
Misery Islands	3		
Beverly Ferry	6		
Interest on Wm. Brown's legacy of £50	3		
Interest on Joseph Brown's legacy of £50	3		
Marblehead Ferry		18	
Amount,	£41	3	6

. . . The selectmen, in order to proportion the balance, due Mr. Emerson, gave the ensuing facts. He had 20 scholars. For the first quarter of his tuition, each scholar was to pay 3/, and, in future, when the pupils are 20 and under, 3/, when 25, 2/6, when 30, 2/, and when 40 and more, 1/6. If any surplus, from this source, it should be for the use of the school." [33]

The methods of support employed consisted of some one or more of the following plans: [34]

(1) land grants by the colony to the town for school purposes;
(2) private subscriptions;
(3) bequests and donations;
(4) tuition;
(5) taxation;
(6) income from public utilities such as fisheries, etc.

[33] Felt: *Annals of Salem*, I, p. 439 f.

[34] An interesting account of the development of the several practices indicated here may be found in Small: *op. cit.*, Chapters VII and VIII.

The main items of expense of the grammar school were the rent, purchase or cost of construction of the school house and equipment, fuel, and the master's salary. Often the expense of providing the school house was avoided by the use of the meeting house and, later, the town house. In fact the last building of a public character to be provided was in most cases the school house. The building when provided was extremely plain and the equipment consisted merely of rough-hewn furniture for the master and pupils. In many towns no school houses were built until well into the eighteenth century. When public buildings were not available, they resorted to private houses, barns, shops and structures no longer used for the purposes for which they were originally constructed. Fuel was usually provided by a special tax known as a fuel or "wood tax" levied on each pupil. Often the parents of the pupils were required to provide the fuel according to the number of pupils from each family attending school. The failure of many parents to provide their allotment of wood frequently caused school authorities and the master much concern. The chief item of expense was that of the master's salary, which varied according to the demand for masters.

The colonial grammar schools were taught by men because they alone were educated. Many of the masters were clergymen who performed the double service of preaching and teaching. As a rule teaching was a stepping stone to the ministry and often the young college graduate took up teaching for a few years while awaiting a call to serve as minister. This fact probably accounts for the large percentage of college trained masters. On the other hand the difficulty many towns experienced in securing

suitable masters was due to the large turn-over caused by masters leaving teaching for positions in the church. The physician sometimes served his community in the capacity of master when no one else was available. The outlying towns, especially the coast towns of Maine, were often compelled to employ men of uncertain attainments such as retired sea captains and unemployed sojourners who frequently lacked the "discreet conversation" the law required.[35]

The colonial governments, especially Massachusetts, early recognized the necessity of certification. The laws enacted seemed to be concerned more with the religious qualifications than with academic training. The first notice of the Massachusetts General Court respecting the religious qualifications of teachers was in 1654 and read as follows:

"For as much as it greatly concerns the welfare of this country that the youth thereof be educated, not only in good literature, but sound doctrine, this Court doth therefore commend it to the serious consideration and special care of the overseers of the College and the selectmen in the towns, not to admit or suffer any such to be continued in the office or place of teaching, educating or instructing of youth or child in the college or schools that have manifested themselves unsound in the faith or scandalous in their lives, and not giving due satisfaction according to the rules of Christ." [36]

In 1701 Massachusetts passed a law requiring that every grammar school master "be approved by the minister of the town and the ministers of the two next adja-

[35] The Massachusetts law of 1647 required that the master of the Latin grammar school must be of "discreet conversation, well versed in tongues."

[36] *Records of the Governor and Company of the Massachusetts Bay in New England,* IV, Part I, p. 182 f. This action of the General Court followed the disturbance caused by President Dunster of Harvard over the ordinance of infant baptism.

cent towns, or any two of them by certificate under their hands." [37]

In 1742 Connecticut passed similar regulations because of the influence of the "New Lights" who were establishing schools for the training of teachers and preachers.[38] Under these laws and by tradition the New England minister was the official censor of all who aspired to become grammar school masters.

Although the licensing or certification of the master was usually in the hands of the clergy, the contract was drawn by civil authorities—selectmen or school committee. The contract usually specified the length of term and salary of the master. In most cases it was renewed from year to year. There is occasional reference in town records to the "settling" of a master for a term of years.[39] The minimum salary was £20 and the average about £30 during the early period. As the eighteenth century advanced salaries became higher and higher until £100 was not unusual at the beginning of the Revolution. There were many variations, however, depending upon the ability of the town to pay and the general popularity of the master. In 1670 Boston allowed Mr. Cheever "£60 per annum for his services in the school, out of the town's rates and rents that belong to the school, and the possession and use of the schoolhouse." [40] Ezekiel Cheever served as master of the Boston Latin School for thirty-eight years [41] and John Lovell served in the same school from 1734 until the

[37] *Ibid.*, I, p. 470.
[38] Clews: *Educational Legislation and Administration of the Colonial Governments*, p. 105 f.
[39] Small: *op. cit.*, ch. IV.
[40] *Ibid.*, ch. V.
[41] Brown: *op. cit.*, p. 111.

outbreak of the Revolution.[42] Long terms were the exception and in most towns the selectmen or school committee were annually faced with the problem of securing a master.

The duties of the master were never done. He not only taught the Latin and Greek required but often was compelled to teach the common branches as well. Even this would not have been such a tremendous task had not other duties been attached to the office.

"He was usually, both in New England and in the middle colonies, clerk of the town, chorister of the church, and official visitor of the sick. . . . The following extract from the 'Town Book', indicates the manifold duties of a New England school master of 1661: 1. To act as court-messenger; 2. To serve summonses; 3. To conduct certain ceremonial services of the church; 4. To lead the Sunday choir; 5. To ring the bell for public worship; 6. To dig the graves; 7. To take charge of the school; 8. To perform other occasional duties." [43]

Unfortunately, there is little direct evidence regarding the character of the methods of instruction employed by the colonial grammar school master. Tradition and reminiscences of pupils of the old masters like Cheever, Corlett, and Lovell give us a somewhat hazy picture of the methods employed in both instruction and discipline. The discipline as compared with that of today was unusually severe. The methods of teaching lacked altogether the modern technique founded as it is upon natural interests. The one instrument of motivation in the old days was the rod. In a word, a good teacher was a good disciplinarian, and a good disciplinarian was one efficient as a

[42] *Ibid.*, p. 115.
[43] Boone: *Education in the United States*, p. 12, note.

wielder of the birch. The content of the curriculum made the application of external incentives necessary to a large extent. Latin and Greek were subjects that required memoriter methods almost exclusively. The early age at which many of the New England boys entered Latin grammar school further emphasized the necessity of memorizing rules and principles that meant nothing to the child of ten years.

Any satisfactory estimate of the results of secondary education during the colonial period is extremely difficult to give. If the efficiency of the Latin grammar school is to be judged with reference to the achievement of its major aim—preparation for college—it was, in large measure, a failure. "The list of Harvard graduates from 1644 to 1700 shows that some towns credited with grammar schools did not send a single student to the college, while other towns, for instance Salisbury, Plymouth in 1646, Dedham, Ipswich, and Concord, even before their schools were established, sent students, evidently prepared by the ministers of the towns. The great body of the college students came from the well-established and continuous schools at Boston, Cambridge, Roxbury, and Charlestown." [44]

If the Latin grammar school be judged according to its achievement in training for service in church and state it may be credited with a considerable measure of success during the first half of its existence. The fact that it was supplanted by the academy during the second half of the eighteenth century is sufficient evidence that its contribution to the needs of the new society did not justify its continued existence. So long as the colonial life was

[44] Small: *op cit.*, p. 31.

essentially a reflection of seventeenth century England the Latin grammar school performed its functions as a social institution. When new generations broke the bonds of the old world and erected a new and different social structure based upon essentially different economic conditions, a fundamentally different training for the youth was required.

Institutions are established to meet social needs and with the satisfaction of those needs no longer demanded the institution must decline and give place to another serving other and different needs. If the old institution be sufficiently flexible and adaptable it may be made to serve the new purpose and thus prolong its existence. Institutions such as schools controlled and supported by popular will are usually more susceptible to the dictates of social and economic forces than are institutions supported by endowment and controlled by a small and homogeneous group. The Latin grammar school as a public secondary school arose at a time when the New England church reigned supreme. The seventeenth century religious commonwealth demanded new leaders to take the places of the old in church and state. With the turn of the century, however, the old guard gave way to a new kind of leadership. The power of the church had begun to decline and leadership in social control gradually passed from an ecclesiastical autocracy to that of the rising industrial and merchant groups. The change was materially aided by the Revolution of 1688 which ultimately crushed the power of the Puritan theocracy.

Two other aspects of New England colonial development affected tremendously the decline of the Latin grammar school. Although there were many other influences

these two are of outstanding importance. One which is truly characteristic of New England, was the rise of various industries which in turn gave rise to merchants and tradesmen as powerful social groups. A middle class social control soon developed which changed the whole character of New England community life.

As the old towns became more thickly populated a second modifying influence, the movement toward the frontier, developed and with it new towns sprang up. In many cases these towns were made up of non-conforming members of the older towns who had gone into the wilds to escape the burdens and restrictions of the older community. A new social life developed in these outposts of civilization. Old traditions, customs, and institutions were discarded or transformed to satisfy the needs of the new community.

In the midst of these fundamental changes the schools for the teaching of Latin and Greek found no favor. It is little wonder that the new eighteenth century towns employed all manner of court-dodging devices in preference to establishing Latin grammar schools. Without doubt the common English branches were of greater service than Latin and Greek so far as the needs of the boy in the forest and on the frontier were concerned. It was in the midst of these and other social and economic changes that the academy came into existence.

II. THE ACADEMY

Colonial secondary education contributed only partially to the character of secondary education during the transition period. As a matter of fact the decline of the

Latin grammar school during the eighteenth century left the status of the secondary school at the time of the Revolution lower than at any time since its establishment in the seventeenth century.

The general social and economic movements that had developed during the half century before the Revolution had planted the germ of a new institution at two widely separated points. As early as 1749, Benjamin Franklin had led the movement for the establishment of the Academy in Philadelphia. This institution represented the vanguard of the realist movement in education in America. A few years later, Lieutenant-Governor William Dummer of Massachusetts, dying in 1761, bequeathed his property in Byfield parish, Newbury, for the establishment of a grammar school. This was probably the beginning in New England of a movement leading to a new type of college preparatory school. Its contribution was the substitution of private support and control for the local public support and control of the Latin grammar school. The Hadley grammar school, established on the Hopkins fund in 1669, may have suggested this change in school management. The new school was significant, however, in that it became the Dummer Academy in 1782 and was also the school in which Samuel Phillips, the founder of Andover Academy, was prepared for Harvard College. It seems likely that the Dummer school was the connecting link between the Latin grammar school and the academy, combining the classical curriculum of the former with the private control and support of the latter.

In brief, the greatest contribution of the later colonial period to secondary education of the transition was a social and economic situation conducive to a more demo-

cratic institution than the Latin grammar school. Other influences are seen in the imitation, conscious or unconscious, of such institutions as the Philadelphia Academy, of Scottish and English secondary schools, and the *Real Schule* of Germany.

It has been pointed out that early in the eighteenth century the Latin grammar school began to decline. With the decline of this institution the ideal of free public education received a temporary set-back which required a century or more for its complete recovery in New England practice.

At the close of the Revolution scarcely a Latin grammar school worthy of the name existed anywhere in New England. Only in a few of the leading towns was a serious attempt made to reorganize such schools. Massachusetts and New Hampshire still required town schools by law but little effort was made to enforce the law. In Connecticut where the county grammar school had taken the place of the town grammar school there was no effort to establish or maintain town grammar schools. The schools established on the Hopkins fund in New Haven and Hartford were really local "free" schools of a quasi-public character. Maine was still a part of Massachusetts and Rhode Island and Vermont had made no provision for public secondary education previous to the Revolution.

So far as the academy movement in New England is concerned, it had its beginning in Massachusetts, with the founding of the Dummer school in 1762. It was twenty years, however, before this institution became a full-fledged academy. Out of this school in its early years came Samuel Phillips, the founder of the first true academy in New England. This school was opened in 1778

and incorporated as Phillips Academy at Andover in 1780. The donations from the Phillips family alone amounted to eighty-five thousand dollars. In 1781 the legislature of New Hampshire chartered Phillips Exeter Academy, which was endowed by John Phillips with lands and notes amounting to sixty-five thousand dollars. The Academy was opened in 1783 with a constitution very similar to that of Phillips Academy at Andover. These two academies are typical in most respects of the many institutions that arose in every part of New England during the next three quarters of a century.

It is impossible to set forth in detail the academy development that followed in the wake of the developments at Andover and Exeter. Tables II, III, and IV represent the situation at various periods up to 1850 when the decline of the academy was well under way. An examination of the tables will show that the period of greatest development was probably between 1830 and 1850, a time of great social and economic change in New England.

During the Revolution and the "critical period" following, the new state governments were too busy with the immediate problems incident to the prosecution of the war and the political reconstruction that followed to give much attention to less urgent matters such as education. As a consequence there grew up a *laissez faire* attitude regarding education which gradually assumed the proportions of a definite policy. Even though the original Latin grammar school laws remained upon the statute books there was no definite policy of enforcement.

"The letting down of the requirements with reference to grammar schools [in Massachusetts] may have been partly due in 1789, and was doubtless due in large measure in 1824, to

the upgrowth of the new academies, and of the ideas which they represented." [45]

Table II

NUMBER OF ACADEMIES EXISTING IN NEW ENGLAND IN 1830 [46]

Maine	33
New Hampshire ..	35
Vermont	20
Massachusetts	55
Rhode Island	—
Connecticut	25

Table III

STATUS OF THE NEW ENGLAND ACADEMY IN 1850 [47]

	Number	Teachers	Pupils	Annual Income
Maine	131	232	6648	$ 64,966
New Hampshire	107	183	5321	52,591
Vermont	118	257	6864	56,159
Massachusetts .	403	521	13436	354,521
Rhode Island ..	46	75	1601	37,423
Connecticut	202	329	6996	152,120

Table IV

INCORPORATION OF ACADEMIES IN FOUR NEW ENGLAND STATES TO 1860 [48]

	To 1800	1801-1820	1821-1840	1841-1860
Maine	5	20	31	34
N. Hampshire	10	18	59	23
Vermont	10	24	22	10
Massachusetts	17	19	78	40

[45] Brown: *op. cit.*, p. 216.
[46] *Quarterly Register and Journal of American Education Society*, II, p. 237.
[47] Barnard: *American Journal of Education*, I, p. 368.
[48] Dexter: *History of Education in the United States*, p. 94.

In 1797 the legislature of Massachusetts recognized the academy as a part of the public school system by making provision for grants of public land for their support. A similar policy was adopted in Vermont by which the private academies in a number of towns such as Montpelier and Randolph were chartered as county grammar schools and received the income from certain lands set aside by the state. The Massachusetts policy of granting land to academies in the sparsely settled district of Maine gave the academy a strong hold in that section which affected tremendously the later policy of Maine with respect to that type of secondary school. No definite policy regarding the academy was established in the other New England states other than the granting of charters to a large number of such schools. Some indication of the extent of this movement may be seen by referring to the statistics presented.[49] The status of the academy in the eyes of the states was that of a quasi-public institution receiving encouragement from the state either directly or indirectly but having practically unlimited freedom from public control.

The aim of secondary education as represented by the academy early became two-fold: training for life and preparation for college. Although the aim of the early New England academy was influenced largely by religious motives, it was a broader conception of religion than that which influenced the Latin grammar school. The breadth of aim is seen also in the fact that all classes of people were served. Girls as well as boys found a place within its portals.

[49] See Table IV.

The curriculum of the academy included both the classical and general English subjects—literature, science, history, and the fine and practical arts. Phillips Exeter Academy, in 1799, gave Lewis Cass a certificate showing that he had pursued the following subjects during seven years in which he was a student:

"English, French, Latin, and Greek languages, geography, arithmetic, and practical geometry; . . . rhetoric, history, natural and moral philosophy, logic, astronomy, and natural law; . . ." [50]

By 1818 the same institution had formulated two well-defined curricula which represented the best practice at that time.[51] Because of the freedom of the academy from public control, the variation in offerings was great. In many cases the classical curriculum provided not only for meeting college entrance requirements but many of the college subjects were offered. The English curriculum was very flexible and aimed to meet the demands of the students. The head of Woburn Academy advertised in 1815:

"It is his humble and pleasing object to instruct young Lads in a regular and genteel behaviour, and in the various branches of literature, viz: Reading, Writing, Arithmetic, Geography, Bookkeeping, English Grammar, Rhetoric, Composition, and the Latin and Greek Languages. Likewise—Astronomy, Navigation or Surveying, to such as may wish to acquire a knowledge in either of these branches . . ." [52]

The organization and administration of the academy were usually in the hands of a board of trustees. As a rule the board was composed of influential men, leaders of the community or communities which the school served.

[50] Bush: *History of Education in New Hampshire*, p. 108.
[51] See Table XIV for complete statement of curricula.
[52] *Columbian Centinel*, No. 3227, p. 3, March 11, 1815.

The business and financial affairs of the academy were managed by the board. A principal and assistants were selected by the board and made responsible for the work of instruction. In most cases the principal made his own rules and regulations but occasionally regulations were drawn up by the board in which trivial matters of conduct were given attention. The academy depended upon endowment funds and tuition for its support. In Massachusetts, Maine, and Vermont lands were set aside by the state for the support of academies. The two Phillips academies are the best examples of the privately endowed schools. In the latter half of the nineteenth century when the decline of the academy set in, only those with large endowments were able to survive in the competition with the public high school.

The academy early became famous for its teachers. Many of the prominent New England schoolmasters were attracted by the spirit of freedom of the academy and left the public Latin grammar school and district school, starting private schools or academies. Ebenezer Bailey, the popular master of the Boston Girls' High School, organized his own private school when the Girls' High School was closed in 1828. Later in the century Hiram Orcutt made himself famous as principal of Thetford, Glenwood and other ladies' seminaries. It is impossible to list the large number of New England educational leaders who spent their lives in the hundreds of academies, seminaries, and private schools. Probably their greatest service to New England was the training of teachers for the new public high schools that were springing up everywhere.

Along with the new curriculum, organization, and methods, the academy contributed largely to the development of school buildings and equipment. A new type of architecture took the place of the little one-room building near the meeting-house. Provision was usually made for a hall for public entertainments—the rhetorical exercises and annual exhibition. Equipment by way of globes, maps, charts, philosophical apparatus, and libraries became common in the better academies.

The student of the New England academy was usually more mature than the student in the Latin grammar school. Many young men and women took advantage of the opportunities of the academy who could never have found a place in the Latin grammar school. The academy early became the "peoples' college" and was a mighty social force during the first half century of American national development. It was in this secondary school of the transition that New England trained its youth, both boys and girls, for the problems of a new and higher citizenship.

An examination of the social and economic forces of the transition period reveals the fact that the academy was in many respects a representative institution of the period. It arose to meet the demands for a new training for life; for service and leadership. It became in its own way a powerful means of social control at a time when the nation was young and needed the coöperative support of its varied social and economic institutions. The educational system of the colonial period had crumbled. The national government had left the problem of education to be solved by the various state governments. These same state governments were too weak and too much

employed with other pressing problems to give attention to education. They adopted the *laissez faire* attitude in spite of seventeenth and eighteenth century New England traditions. But New England ideals regarding education had survived with such men as John Phillips and out of the ruins of the old institutions came the academy, the forerunner of the American high school.

The year 1820 marks the beginning of a new era in New England development. Singularly enough it marks the beginning of the movement that ushered in the present American secondary school system. Two centuries had changed in a marked degree the face of New England. Six full-fledged sovereign states held sway over a territory that two centuries before was considered a part of Virginia by King and Parliament. In the two centuries since the Mayflower the population had grown from about 100 souls to 1,659,808. The social and economic life of the thousands of New England towns was totally different from that of Plymouth in 1620 or of Boston in 1630. All political ties with England had been broken. A new generation had grown up since the break from the mother country. After the War of 1812 the eyes of the American people, and particularly of New England, had turned from Europe and its affairs to the internal affairs of America.[53] President Monroe, in 1823, voiced the new American spirit in his famous "doctrine" of America for Americans. The great westward migrations with the tremendous internal development that followed were affecting the whole social and economic structure of American life. The greatest contributors to this movement were the New Englanders. "From 1814 until 1837 a ceaseless stream of

[53] Simons: *Social Forces in American History*, p. 151 f.

pioneers took their way from the coast, by lake, river, road, and trail, to people the prairie lands of the Northwest Territory." [54]

The War of 1812 and the interruption in foreign commerce that attended it led to a rapid development in manufacturing, particularly in New England. This development was further encouraged by the tariff system which was established in 1816 as a protection to the infant industries. Besides these native American influences, other forces, chiefly of European origin, inspired such educational leaders as Griscom, Carter, Mann, and Barnard.

In the midst of these changing conditions, leadership was passing from the conservative and aristocratic groups to the progressive and democratic middle-class groups. The first American high school was the outcome of the efforts of certain Boston citizens who conceived the idea of a public secondary school that would meet the needs of the new generation of merchants, artisans, and tradespeople. It is the main purpose of this study, therefore, to set forth the origin and development of that new public secondary school in New England from 1821 to 1865.

[54] Mathews: *The Expansion of New England,* p. 183.

PART I

ORIGINS OF THE HIGH SCHOOL MOVEMENT

CHAPTER II

MASSACHUSETTS, THE PIONEER IN THE HIGH SCHOOL MOVEMENT

The period of less than a half century, from 1821 to 1865, saw the rise and expansion of the public high school throughout New England. The first twenty years of that period were years of experimentation and standardization in which the fundamental principles of high school policy were wrought out, chiefly in the state of Massachusetts. It is true that Portsmouth, New Hampshire and Portland, Maine, played a considerable rôle in the work of experimentation; but much of their early development may be traced to the influences from Massachusetts. After 1840 a new period of expansion began, which closed about the time of the Civil War with the permanent establishment of the public high school as the accepted institution for secondary education in New England.

I. CENTERS OF EXPERIMENTATION

1. Boston

Boston had fared better with its "Publick Latin School" than had other towns in New England, chiefly because of its policy of support by taxation. Even though the curriculum of the Boston Latin School of 1820 had expanded considerably, there was a very positive demand

from the people for a school of secondary grade that would prepare the boy for life as did the academy, without the inconvenience and expense of living away from home.

Until 1818 no provision had been made for primary schools that would provide the necessary training in the fundamentals for the pupils entering the Latin grammar school. In that year a definite system of primary schools was established. This extension downward was the first step in the expansion of opportunities for an English education. The next step was the provision of an institution of secondary grade to follow the English grammar school and thus complete the educational ladder from the primary through the secondary school.

"In 1820, the attention of the School Committee was called to this subject. The question of establishing a Seminary which should 'furnish the young men who are not intended for a collegiate course of studies, and who have enjoyed the usual advantages of the public schools, with the means of completing a good English education, and of fitting themselves for all the departments of commercial life,' was referred, June 11, 1820, to a sub-committee of five, . . . men well known as among the most eminent of the Town, and representing the mercantile, clerical, legal and the journalist professions." [1]

At a meeting of the School Committee on October 26, 1820, this sub-committee made a report. It was "*Voted:* That it is expedient to establish an English classical school, upon the plan stated in the report, in the town of Boston, and that the further consideration thereof be referred to an adjourned meeting, and that it be printed for the use of the members of the committee." [2]

[1] Edmands: (*English High School Semi-Centennial Anniversary*, 1871, p. 76).
[2] *Ibid.*, p. 102.

On November 9, 1820 the report of the sub-committee was read, amended, and unanimously accepted. "On taking the final vote to establish 'an English Classical School,' as recommended by the Committee, only three votes appeared in the negative." [3] The sub-committee charged with the organization of the school reported February 19, 1821, and recommended George Barrell Emerson as principal master and he was unanimously chosen on that day. Joshua B. Flint was appointed usher April 21, 1821, and school was opened in May. On the day of examination for admission, one hundred thirty-five boys presented themselves, seventy-five of whom qualified. Later twenty-five more were admitted. Mr. Emerson showed himself well qualified for the work but his connection with the school ended May 19, 1823. His successor, Solomon P. Miles, was appointed the same day and held office for fourteen years. Thomas Sherwin was chosen headmaster December 1, 1837 and served in that capacity for thirty-two years.

The English High School was originally named the "English Classical School," but in 1824, on its removal to the new building on Pinckney Street, its name was changed to the "English High School." The School Committee, later questioning the legality of the change in name, restored the original name March 13, 1832. But on February 12, 1833, it was changed back to the "English High School." The standards set up were high and strictly enforced as indicated by the small number of graduates. Of sixty-five entering in 1822, three were graduated. Of one hundred thirty-eight entering in 1865, forty-one were graduated. The smallest number in

[3] *Ibid.*, p. 77.

attendance in February of any one year was one hundred four in 1839. There were two hundred nine in February, 1865, the largest enrollment up to that date.[4]

The same spirit that gave rise to the English High School is seen in the establishment of the High School for Girls. "In May, 1825, at a meeting of the School Committee, on the motion of the Rev. John Pierpont a Special Committee was raised to consider the expediency and practicability of establishing a public school for the instruction of girls in the higher departments of science and literature. . . . This Committee reported on the 22nd of June following in favor of establishing such a school, to be conducted on the monitorial system, and the city council was requested to appropriate two thousand dollars for this purpose." [5]

"In Common Council, July 25. A report of the School Committee, recommending the establishment of a High School for the instruction of Female Children, was read and committed to Messrs. Williams, Savage, Adams, and Fuller, to be joined. And a resolve passed instructing the committee to consider the expediency of having the mutual instruction system adopted in all the grammar schools in the city." [6]

"In Common Council, August 25. A report of the Committee appointed to take into consideration the report of the School Committee on the subject of a High School for Females, upon the plan of monitorial or mutual instruction, recommending the establishment of such school, but against adopting the mutual instruction system and recommending the adoption of the following Resolve, came down from the Board of Aldermen accepted, for concurrence:—Resolved, That the sum of Two Thousand dollars be and hereby is appropriated for the purpose of establishing a Female High School, upon the plan and in conformity with the Report made in School

[4] *Ibid.*, p. 110.
[5] Barnard: *American Journal of Education*, XIII, p. 243.
[6] *Columbian Centinel*, July 27, 1825, p. 2.

Committee June 25th, 1825, in such place as the School Committee may think most suitable." [7]

That it was finally decided to establish the High School for Girls on the monitorial plan is indicated by the following advertisement:

"MONITORIAL HIGH SCHOOL FOR GIRLS

Public notice is hereby given that, on Tuesday, 15th November next, the School Committee will meet for the appointment of a Master for the High School for Girls, about to be established in this city. The school is to be conducted upon the system of *monitorial* or *mutual instruction*;—and it is expected that the master will be prepared to teach, on this system, so far as it shall be found practicable, Reading, Spelling, Writing, words and sentences from dictation, English Grammar, with exercises in the same, Composition, Modern and Ancient Geography, Intellectual and Written Arithmetic, Rhetoric, General History, History of the United States, of England, Rome and Greece, Book-keeping by Single Entry, Elements of Geometry, Demonstrative Geometry, Algebra, the Latin and French Languages, Natural Philosophy, Chemistry, Botany, Logic, Astronomy, the use of Globes, Projection of Maps, Principles of Perspective, Moral Philosophy, and the Evidences of Christianity.

Application for this appointment will be received by the subscriber, at any time previous to the day above mentioned.

By order of the Committee,
John Pierpont, Sec'ry.

Boston, Oct. 28th, 1825." [8]

The school was instituted by the School Committee, on the 13th of January, 1826, and was called the High School for Girls, and the examination of candidates for admission was commenced on the 22nd of February following. The school was opened under the charge of

[7] *Ibid.*, August 27, 1825, p. 2.
[8] *Columbian Centinel*, November 5, 1825, p. 3.

Ebenezer Bailey, on the 27th of February, with one hundred thirty pupils out of two hundred eighty-six candidates examined, one half from private, and the other half from public schools.[9]

"Before the end of the second year, the school had become so popular, the applicants for admission so numerous, so many parents were disappointed that children were not received, the demand for larger and better accommodations, and for increased scholars, involved such additional expenditure that the School Committee were perplexed, and under the lead of the mayor, Josiah Quincy (Senior), on the 21st of February, 1828, adopted a report and series of resolutions, by which the Girls' High School was discontinued." [10]

Recommendations were made to the School Committee for the organization of a girls' high school in 1847. A special committee was appointed in February, 1848, to consider the expediency of establishing such an institution. The committee reported three months later in favor of establishing two such schools, each to receive 250 pupils. It was argued that the state law requiring a town school of a higher grade "for the benefit of all the inhabitants" was not being complied with in Boston, the Latin and English High Schools not being open to girls. The school committee adopted the recommendations of the special committee but the city authorities failed to make the necessary appropriations. On the 12th of January, 1849, a committee was appointed to investigate the matter still further. Its recommendations provided for an appropriation of $10,000 for buildings and salaries but the city authorities again failed to act.[11]

[9] Barnard: *op. cit.*, p. 243 f.
[10] *Ibid.*, p. 247.
[11] *Ibid.*, p. 261 f.

On December 30, 1851, Superintendent Nathan Bishop recommended the establishment of a Normal School as a part of the public school system. This recommendation was referred to a special committee which reported in favor of establishing "a school for the single object of preparing teachers for our public schools," and "that it should be resorted to by those only who may desire to qualify themselves for teaching." The report was accepted by the School Committee and on July 8, 1852 the City Government authorized the establishment of a Normal School for female teachers as a part of the public school system. This school was opened in the fall of 1852 with Loring Lathrop as principal. He had three assistants. The model school was placed in charge of Miss Lucy D. Osborn. The advocates of a Girls' High School were still active. They petitioned the School Committee for such a school in 1853, but their petition was refused. In 1854 the School Committee converted the Normal School into a High School for Girls, by opening it to all who possessed the required qualifications for admission without restriction to intention to engage in teaching. It was provided at the same time that a Normal Class should be formed for those intending to teach.[12]

The system of secondary education in Boston remained practically unchanged after 1854. In 1865 the Latin School with a six year College preparatory course continued to provide the traditional instruction of the Latin grammar school. The English High School offered the original three-year course with a few changes and an additional fourth year for any who desired to remain. The Girls' High and Normal School had resumed its place

[12] *Ibid.*, p. 263.

in the system after a twenty-five-years' absence. The original impulse which gave rise to the new type of secondary school had its inception in Boston but contributions toward its improvement came from other towns. A comparison of the Boston high school system with that of any of the other large towns of New England in 1865 reveals a wide divergence in organization, and practice. For this reason, it is impossible to consider the development in Boston in any respect typical of the New England high school beyond the experimental stage.

2. Worcester

While Boston was experimenting with the English Classical School for boys, Worcester became conscious of the fact that its schools needed reorganization. "In the early part of the nineteenth century Worcester, in common with other New England towns, was divided into districts for the purpose of the administration of schools. The most prominent one of these was the Centre school district. In 1823 there were only two schools in this district. One was the Latin Grammar school which was controlled by the town as a whole, the selectmen of the town appointing the master and having general charge of the school. This school was opened only to boys and was located in the Centre school district. The other school was the elementary or 'English' school, of a type common in New England. This was probably attended by both boys and girls and was controlled entirely by the district." [13]

The dissatisfaction with the existing educational condi-

[13] Jones: "Early Schools of Worcester, Massachusetts." (*Educational Administration and Supervision,* IV, p. 418.)

tions in Centre district became such that at a meeting of the district held on August 4, 1823, a special committee was appointed "to report on the general concerns of the district." A report was prepared and presented August 22, 1823, which proposed "the following arrangement of the Schools."

"1st. A Grammar School to be kept permanently in the Centre School House.

"2d. A School for every necessary branch of English education, to be kept in the Centre School House for, at least, eight months in the year.

"3d. A female School to be kept in each of the other houses from April to November inclusive.

"4th. A third female School of a higher order than those last mentioned, to be kept for the same term near the centre of the District; and to be composed of the scholars most advanced from the other female Schools." [14]

The Latin grammar school was already in existence and supported by the town. The second recommendation of "a school for every necessary branch of English education" had in mind, no doubt, the new school recently organized in Boston. The proposed "third female School of a higher order" or girls' high school represented an attitude far in advance of the time. Boston, the acknowledged leader in every progressive social movement, was not ready for more than a brief experiment and that did not come until 1826. "The interest in the general question was so great that a meeting of the district was held on December 31, 1823, at which articles of incorporation were made out and a Board of Overseers was elected." Subcommittees on organization of schools and classification of pupils were appointed. The reports of these com-

[14] *Report of a Committee of the Centre School District in Worcester*, 1823, p. 6 f.

mittees to the Board of Overseers on February 11th, 1824, were accepted. At a meeting of the District held on March 17th, 1824, the following system of schools was proposed:

"1. Latin Grammar School. 2. English School. 3. Grammar School. 4. Higher Primary School (Intermediate). 5. Primary School Two,—one in each end of the district. . . . All of these schools were to be open to boys *and girls.*" [15]

The plan failed to receive the approval of the selectmen who controlled the Latin grammar school and was not carried out. A new plan very similar to the one first proposed was drawn up and put into effect. The organization under this plan was:

1. First Female school [Girls' High School]. 2. English school (for boys). 3. Second Female school. 4. Primary school (two).

2 and 3 were coördinate and received pupils from the primary schools.[16]

Teachers were chosen in March and April and the schools were in operation not later than June as the following news item indicates: "The Board of Directors have commenced five schools under the new system of organizations, in which are taught at least 200 pupils. . . . Previous to this arrangement we had but two schools." [17] "The First Female School was a decided innovation. . . . A careful reading of the minutes of the Board of Overseers and of the Centre School District makes it very clear that this school was intended to occupy a position for the girls similar to that of the Latin Grammar school for the boys. It was adopted only after the

[15] Jones: *op. cit.*, p. 419 f.
[16] *Ibid.*, p. 420.
[17] *Massachusetts Spy*, June 30th, 1824.

plan to open all schools to the girls had failed." [18] In describing the schools of Worcester in 1830 a local historian says: "Highest in rank is the Female High School corresponding with the Latin Grammar School to which promotions are made from the Primary Schools." [19]

In addition to the Latin grammar school and the female high school there was a winter school for boys kept for five or six months in the year which had aims similar to those of the Boston English High School. This system of secondary education continued until 1845. In reality "there were three high schools; (a) the Latin school offering college preparatory courses to boys and conducted by the town; (b) a short term English high school for boys of the Centre school district and giving a practical education; and (c) a girls' high school open to the girls of the district and giving a practical education." [20]

At a town meeting in April, 1845, a resolution was passed providing:

"That there be established in the Centre School District, a school for the benefit of all the inhabitants of the town, to be called 'The Classical and English High School,' open to scholars of both sexes, and capable of accommodating at least seventy-five boys, and one hundred girls. This school shall be substituted for the present Latin Grammar School, and be under the charge of a male Principal, with such male or female Assistants as may be competent to its thorough management and instruction. . . . The course of study shall be arranged so that those who intend to obtain a classical education may have opportunity to pursue uninterruptedly the studies necessary for admission to College; and those who are desirous of being fitted for practical life, or of receiving a thorough Eng-

[18] Jones: *op. cit.*, p. 421.
[19] Lincoln: *History of Worcester*, p. 304.
[20] Jones: *op. cit.*, p. 424. Also, *Centre School District, Regulations, etc.*, 1828, p. 3 f.

lish education, may have equal opportunity for that purpose." [21]

An appropriation of $2200 was recommended for carrying out the project and the new school was opened August 5, 1845. It commenced with one hundred forty-two pupils. One hundred two scholars from the Latin grammar school and from the female high school were admitted without examination and one hundred eleven were received from other schools by examination. According to the report of the school committee the results of the first year's work of the high school were very satisfactory.[22] Elbridge Smith was the first principal and served for three years. Mr. Smith was followed by Nelson Wheeler, George Capron, Osgood Johnson, and Homer B. Sprague, who resigned in 1859. Harris R. Greene served from 1859 to 1866.[23]

In 1852 the schools were thoroughly graded and the high school course fixed at four years in length. Two curricula were provided—the English and the Classical.[24] Ten years later a more pretentious organization took place. In 1862 we read the following statement which has a thoroughly modern ring—"Two years ago it could hardly be said that a system of study existed in the High School. Pupils were in the habit of selecting from the whole list such studies as suited their fancy or inclination, without regard to method." Provision was made "not only for those who wish to prepare for College, and for a comprehensive English course, but also for those who

[21] *Report of School Committee,* 1845, p. 11 f.
[22] *Report of School Committee,* 1846, p. 9 f.
[23] Wall: *Reminiscences of Worcester,* p. 186.
[24] *Records of School Committee* (MS.), September 29, 1852.

desire especially qualifications for teaching or for ordinary business." [25]

Worcester High School represented a development in educational practice before 1865 that was typically American. No traces of direct foreign influence can be found. So far as is known the girls' high school had its origin here, and throughout the period from 1824 to 1845 this institution provided a superior type of secondary education for girls. Judging from the Regulations of 1828, Worcester Centre district had a fairly complete system of secondary instruction for *all* the inhabitants at the time the law of 1827 was enacted. It is very likely that the high school organization in Worcester influenced the character of that law, inasmuch as Samuel M. Burnside, a chief promoter of the reorganization of 1824 in Worcester was one of the advocates of the law of 1827. Whether such direct influence had great weight or not, it is certain that on more than one occasion attention was called to the Worcester system of schools as being eminently worthy of imitation by other towns of Massachusetts.[26]

3. Plymouth

It is significant that in Plymouth on May 7, 1821 "The Committee appointed at a former meeting to take into consideration the subject of the Schools, reported as follows:

[25] Greene, H. R. (*Worcester High School Thesaurus,* Vol. III, No. 9, April 30, 1862, p. 4).

[26] Judge Howe in his charge to the grand jury of Hampshire County in 1825 called special attention to the excellent results of Worcester's new school organization. (*Columbian Centinel,* No. 4303, p. 1, July 6, 1825.)

The Committee appointed to examine into the state of the schools have considered the subject, and now report, that in their opinion a Master should be employed to instruct such boys as in the opinion of the School Committee are not qualified to enter the Grammar School, in a separate room to be provided for that purpose; and also, that the female school or schools should be continued . . ." [27]

Although the boys' school recommended was in all probability not of high school grade, it is another indication of the general trend of thought regarding the new educational needs. Nothing seems to have been done toward a reorganization, for on May 5, 1823 the expenses for the current year were itemized as follows:

"Grammar School .....($)500
District Schools 800
Female Schools and Usher in
the Grammar Sch—. ..... 365" [28]

A similar statement was presented for 1824.

The spirit of reform had not died, however, for on April 29, 1826 the "Committee upon the Schools" presented a report which led almost immediately to a reorganization. This report contains several statements on educational policy that deserve to be recorded here. It acknowledges the fundamental importance of the public schools and "that every citizen should be prepared by education to discharge the many, and various duties that may devolve upon him whatever his station.—If the town has failed to give to its inhabitants the full effect of the wise, and we may say, the generous provisions of the law, your committee believe that the failure is chargeable in part to our subdivision into too many districts. . . .

[27] *Town Records* (MS.), Vol. IV, p. 416.
[28] *Ibid.*, p. 456.

Another defect in our procedure we reckon the employment of incompetent teachers, and the lack of vigilance in the inspection of the schools. . . ." The committee laments also "the too common neglect of domestic instruction. . . . In Regard to the petition for abolishing the Grammar School your committee are decided that it ought not to be done." They considered the institution "essentially republican—designed and calculated wisely to furnish opportunity to the poor equally with the rich, to come forth at the public expense. . . . Whether this institution be consecrated by the experience of ages, or by being the first free school erected in Christendom, is out of the question. It is enough for your committee, and for the public that it lies deep at the foundation of all you hold dear—civil, social or religious." They recommended that the section from the Town Brook to the North District be made into one School District.

"They also conceive the interests of the people at large will be well consulted, by turning the Grammar School into a High School, into which scholars should be admitted from all the districts, on passing an examination prescribed and made by the proper committee, for the purposes of a good practical English education, as well as for Greek and Latin, such as Grammar, Composition, Geography, the use and doctrine of the Globes, Mensuration, Geometry, Trigonometry, and Surveying, with moral philosophy and whatever else the School Committee may prescribe. That no person be employed to instruct said school unless having the qualifications of a Grammar School master as required by law." [29]

On May 22, 1826, the School Committee was authorized to appropriate the upper floor of the town house for the use of the Grammar School.[30] At the town meeting

[29] *Ibid.*, p. 520 f.
[30] *Ibid.*, p. 528.

April 2, 1827, it was "Voted, that the superintending Committee of the Schools constitute a Special Committee for the Grammar School." This was noted on the margin as "Committee for the High School." [31] Five men were elected Superintending Committee for the Schools on April 30.[32] Although the town records are silent on the actual vote establishing a high school [33] the School Committee announced under date of February 15, 1828 that it would "attend the town School House on SATURDAY, 23d inst. from 12 to 1 o'clock, to examine Lads for admission into the High School." [34] On May 17, 1828 the town "Voted That the superintending committee of the Scools (sic) constitute a Special Committee for the High School, to contract for a master, &c." [35] On May 24, 1828 the committee announced "The Quarterly Examination of Lads for admission into the High School will be at the Town School House THIS DAY, and on TUESDAY next, between the hours of eleven and one each day. . . ." [36]

The character and grade of this school can be judged only by the admission requirements which are that "Lads must have arrived at the age of nine years, and be able to read and spell well, to recite from memory the common Arithmetical Tables, to perform operations in the four primary rules in arithmetic, and to write a fair round hand. Writing and cyphering books must be exhibited at the examination." [37] The School Committee met again on August 23 and 30 "for the examination of lads for

[31] *Ibid.*, p. 541.
[32] *Ibid.*, p. 542.
[33] Davis: *History of Plymouth*, p. 127.
[34] *Old Colony Memorial*, February 16, 1828, p. 3.
[35] *Town Records* (MS.), Vol. V, p. 14.
[36] *Old Colony Memorial*, May 24, 1828, p. 3.
[37] *Ibid.*

admission to the High School" [38] and again for the same purpose on November 22.[39] It is very probable that the high school had its origin in the Latin grammar school. The committee's recommendation in 1826 seems to have been carried out. The age of admission and other requirements correspond to those of the Latin grammar school. The quarterly examinations for admission to the high school were held at the town house, the place appropriated by the School Committee in 1826 for the "Grammar School." The appropriations for 1830 for schools include two items:

"High School 625
District Schools .....2000" [40]

In 1831 they include two items:

"Grammar School 625
District Schools .....2000" [41]

It would seem from these two financial records that the titles "Grammar School" and "High School" were for a time used interchangeably.

The provision for secondary education for girls was entirely that of private schools. In 1833 we find the following advertisement of a "School for Young Ladies": "An English and Classical School for Young Ladies, will commence on Monday the 23d inst. in the room lately occupied by Mr. Geo. P. Bradford, under the instruction of Mr. William Whiting of Concord, Mass." [42] Such lack of educational facilities was not to continue much longer for on March 7, 1836 a committee of twelve was appointed

[38] *Old Colony Memorial,* August 30, 1828, p. 3.
[39] *Ibid.,* November 15, 1828, p. 3.
[40] *Town Records* (MS.), Vol. V, May 3, 1830.
[41] *Ibid.,* May 4, 1831.
[42] *Old Colony Democrat,* September 14, 1833, p. 3.

to inquire into the state of the "Publick Schools."[43] On April 25, following, the committee reported in part but desired more time. The town "*Voted* That said Committee take into consideration the subject of establishing a Female High School, . . .[44] On January 2, 1837 four members were added to the committee of twelve.[45] This committee of sixteen brought in its report January 28, 1837. They recommended the formation of a Central District composed of the existing Central, Training Green, Wellingsley and North districts. As a second step in reorganization they proposed the gradation of the schools as follows: not more than eight primary schools for children of the age of four years and upwards; two women's schools, one in the north and one in the south of the District; four District Schools, two on the north side, and two on the south side, of the Town Brook, one of each to be for boys and the others for girls. The girls' schools were to be taught by female teachers and the boys' schools by male teachers. They advised also the enlargement of the high school to afford facilities for both sexes for the "best education that public schools can give." They would provide for at least one hundred boys and one hundred girls.

"In the boys' school, all the branches of the best English education should be taught, as well as such other studies as will qualify for college: and in the girls' school, all the branches that are considered essential, to a good education of females, and that will fit them for any situations in life in which they may be placed. In the boys' school, it is likewise thought desirable by the committee, that special facilities be afforded, for the acquisition of such knowledge, as is adapted

[43] *Town Records* (MS.), Vol. V, p. 132.
[44] *Ibid.*, p. 134 f.
[45] *Ibid.*, p. 144.

to the wants of a seafaring community: and they therefore advise that some arrangements be made for the admission of lads, who may wish to acquire a knowledge of the higher branches of mathematics, including navigation, and who may not have the leisure to attend regularly at the school—their admission, however, to be on such terms and under such restrictions as may not interfere with the welfare of the rest of the school.

"For the instruction of such a school, the Committee think that one principal instructor will be necessary, who shall have a general supervision of the whole, and be considered the Principal of the School:—then one Sub-master, and for the female department, one Mistress and one Female Assistant."

The committee estimated "The whole cost of schools to the town under the system now recommended will be 6500 to $7000." It was voted that the report be accepted leaving out the financial statement which suggested in some detail the appropriations necessary for carrying out the recommendations.

"To determine if the Town will procure a lot and build a more convenient School House, . . . it was *voted* that a committee be appointed to procure a suitable lot and build a house thereon for the accommodation of the High School.

"*Voted,* That the reporting committee on Schools constitute a committee to carry into effect the foregoing vote.

"*Voted,* That the Treasurer be authorized to borrow under the direction of the Selectmen $3000 (not exceeding) for the purpose aforesaid." [46]

On February 11, however, it was voted to reconsider the vote on the above report, the vote being 270 yeas and 215 nays. It was then voted to discharge the committee from further service.[47]

On February 25 following, by vote of the town, a committee of fifteen was constituted "with authority to pur-

[46] *Ibid.,* p. 146 f.
[47] *Ibid.,* p. 149 f.

chase a lot or select one from the Town's land and to build a School house thereon" for the whole town. The Committee was instructed "not to exceed $7000 in the purchase of a lot & the building of the School House." [48] On April 3 the North School District was united with the Central School District.[49] Nothing further seems to have been done in line with the policy of reorganization. On April 24 it was voted to expend $5000 for schools the ensuing year, $1500 of which was for the High School.[50] On the same day the Committee appointed in February to build a school house was discharged and a new committee of five was appointed with the same powers.[51] Nothing seems to have been done for on March 5, 1838 the town "Voted, That a committee of five be chosen to consider the best mode of providing the necessary funds for the building of a School House, and to consider on what principles the public Grammar Schools shall in future be supported so that it may be just and equitable to the remote districts—and to consider the expediency of any changes in the number, or extent of the districts, or any of them." [52] The report was presented April 2, 1838, but not accepted.[53] It is not clear what is meant by "Public Grammar Schools," for on April 30, 1838, the estimates of school expenses for the ensuing year include the item of $1500 for the High School,[54] and on the same day it was "Voted, that the town raise and appropriate the present year $5000 . . . $600 to be appropriated to the

[48] *Ibid.*, p. 151.
[49] *Ibid.*, p. 158.
[50] *Ibid.*, p. 161.
[51] *Ibid.*, p. 162.
[52] *Ibid.*, p. 171 f.
[53] *Ibid.*, April 2, 1838.
[54] *Ibid.*, p. 177.

payment of Tuition in the Latin Grammar Schools, . . . Provided that further sum of $900, be appropriated to the payment of instruction in the Latin Grammar Scholls (sic), which sum shall be deducted from the portion of the Districts, to which the scholars of said school belong in proportion to the number belonging to each from May 1st 1837 to May 1st of the present year to be ascertained by the School Committee." [55]

Thus it appears again that the terms "High School" and "Latin Grammar School" are used interchangeably and refer probably to a high school of two departments, male and female, or a Latin grammar school for each sex, and administered jointly.[56] Evidently some kind of reorganization and extension was carried out for on April 6, 1846 the town "voted to raise 6000$ for the support of schools." [57] This represented an increase of $2500 over the amount raised by taxation for 1836 [58] and sufficient to support the system proposed in 1837.

A committee of eighteen was appointed March 12, 1849 to consider "the subject of a High School, and the revision of the School System." [59] On May 7, it was "Voted To establish a High School for 150 Scholars of both sexes, and that 1500 dollars a year be appropriated of the money raised for schools for the payment of the teachers of said High School the Said Sum of 1500 to be taken from the sum usually divided among the Districts in pro-

[55] *Ibid.*, p. 179.
[56] Davis: *History of Plymouth*, p. 127 f. Davis says that a Girls' High School was established in 1836 and that the Russell Street School house was built and used for the boys' and girls' high school in 1840.
[57] *Town Records* (MS.), Vol. V, p. 303.
[58] *Abstract of Massachusetts School Returns*, 1836, p. 40 f.
[59] *Town Records* (MS.), Vol. V, p. 345.

portion to the number of Scholars each District may send to said High School—the whole arrangement to be under the care of the Superintending School Committee." A committee of five was ordered appointed to have charge of the purchase of "a lot on or near Training Green and erect thereon" a suitable school building "the same to be complete and ready for use on or before the 1st day of September next." The cost of the building was not to exceed $3500.[60]

On June 16, the vote of May 7 concerning the purchase of a lot on Training Green and the erection of a school house thereon was repealed. It was then voted that the town purchase and fit up the meeting house on Training Green for one or more public schools, the lower story not to be used for school purposes. The expense of the project was limited to $3500.[61] On November 12 following the town "Voted that the purposes for which the Hall under High School Shall be used, and the price for which it shall be rented, shall be left to the Selectmen." [62] April 1, 1850, $1400 were appropriated for the high school.[63] April 10, 1852 the Committee made the following recommendations: a three-year high school course; the number of pupils to be increased to 140 or 150; a class of 50 to be graduated each year to prevent overcrowding in the lower schools; and the pupils shall finish the high school course at 15 years of age.[64] The appropriations for

[60] *Ibid.*, p. 352.
[61] *Ibid.*, p. 356, also Davis: *History of Plymouth,* p. 127 f. Davis says the high school building at Training Green was purchased and the schools were united.
[62] *Town Records* (MS.), Vol. V, p. 359.
[63] *Ibid.*, p. 365.
[64] *Ibid.*, p. 405.

schools for the ensuing years were $7000, not including the State school fund allowance.[65]

It is evident by this time that a thorough-going policy of expansion was under way. In 1853 the school districts were abolished and Adiel Harvey was appointed superintendent of all the schools in the town. On May 2, 1853 the town voted to appropriate $19,118.61 for building new school houses in all the districts.[66] The following year $8200 were appropriated for schools.[67] By 1859 the annual appropriations had reached $10,500.[68]

The details of the struggle in Plymouth to establish a high school have been set forth rather fully as an illustration of the process of experimentation in the development of the new institution. The tenacity with which the people of Plymouth adhered to the traditions and practices of the Latin grammar school is unusual. It required a quarter of a century and the rise of a new generation to provide a high school in fact as well as in name. The delay in carrying out the complete reorganization may be accounted for by the absence of those compelling economic forces that were present in towns like Portland, Manchester, Lowell and Worcester.

4. Salem

As early as 1820 Salem felt the need for an expansion of its educational system. There was an unusual growth in school population which affected not only the lower

[65] *Ibid.*, p. 406.
[66] *Ibid.*, p. 462.
[67] *Ibid.*, p. 497.
[68] *Ibid.*, Vol. VI, p. 215.

schools but the Latin grammar school as well. The enrollment of this school had increased from forty-nine in 1818 to one hundred thirteen in 1820. An assistant had been added and the school had been transferred to a new building in 1819.[69] On June 4, 1825, the School Committee "Voted, That the Salary of Mr. Eames be increased to Twelve Hundred Dollars a year, and Mr. Oliver's to Nine Hundred dollars a year to commence this quarter." [70] It is probable that such action was prompted by some unusual increase in the labors of the teachers.

The success of the Boston and Worcester experiments with the English high school and the high schools for girls and the Massachusetts law of 1827 opened the way for the reorganization of secondary education in Salem. On March 31, 1827, the School Committee "Voted That the subject of female education & of an English High School for boys be referred to Messrs. Ward, Foster & Shillaber & Phillips." [71] We find the following record dated May 26th, 1827:

"The town having sanctioned the views of the School Committee in respect to the establishment of two new Schools for Females,[72] & also of an English High School for Boys,
Voted That Messrs Choate & Shillaber be a committee to report, at a future meeting, on the location of the western school house: & that Messrs Hodges and Palfray be a like committee for the eastern school house.
Voted That Messrs Rogers & Phillips be a committee to make necessary alterations & arrangements in the Grammar Schoolhouse, for the accommodation of the English High School." [73]

[69] *Salem Gazette,* April 9, 1819, p. 3.
[70] *Records of Schools* (MS.), Vol. I, p. 2.
[71] *Ibid.,* p. 22.
[72] Felt refers to these schools as "the West High School for Girls, in Beckford street, and . . . the East for the same sex, in Bath street." (Felt: *op. cit.,* I, p. 474 f.)
[73] *Records of Schools* (MS.), Vol. I, p. 22.

On June 16, 1827 "Mr. Henry K. Oliver was appointed master of the English High School for Boys, at a salary of one thousand dollars. The age for admission was fixed at 12 years." [74] September 15, it was "Voted That candidates for admission to the Masters' Schools for Girls, must be at least nine years of age & that they be received only at the commencement of each term." [75] An indication of the extent of this reorganization is seen in the considerable increase in expenditure for public schools. On March 11th, 1829 the School Committee "Voted to report to the Treasurer of the Town the sum of eleven thousand dollars, as the estimated expense of the Schools for the current year." [76]

Mr. Oliver resigned as master of the English High School in July, 1830. Elisha Mack was appointed his successor in August. He resigned in October on account of ill health and Mr. Oliver substituted until the appointment of William H. Brooks a short time later. The condition of both the English High School and the Latin School was not satisfactory. The frequent change of masters, together with the increasing numbers, resulted in more or less insubordination on the part of the boys. The records have frequent references to cases of expulsion, destruction of school property, investigation by special committees and leaves of absence of the masters. A special committee was appointed on August 20, 1831, to join the High School committee on an examination of the English High School. This committee reported October 1 and was continued, to report at an adjourned meeting

[74] *Ibid.*, p. 23.
[75] *Ibid.*, p. 28.
[76] *Ibid.*, p. 40.

on October 15. At the adjourned meeting the committee requested that it be discharged and its request was granted. On November 5, 1831 various reports of a special committee on the High School were considered. Finally the School Committee "Voted That the Chairman of the Committee and the sub-committee of the High School, inform Mr. Brooks the instructor of said School, and that time be allowed Mr. Brooks for restoring his school to a proper subordination; and that they communicate a copy of this vote to Mr. Brooks." However, the committee appointed to call on Mr. Brooks, on December 3, recommended that the board's vote should not be communicated to Mr. Brooks, stating, "There had been some misapprehension." [77] The agitation against the high school was so hostile that the school was on the point of being closed. Fortunately, it weathered the storm of opposition.

The influence of the broader social forces in society are seen in the action of the School Committee when, on July 9th, 1833, it was "Voted that no charge be made in the Latin & High School provided, that the privilege of pursuing whatever branches of education are included within the Instruction provided at at (sic) the expense of the town be offered without partiality without restraint and equally to all children in the town who may be qualified. That in accordance with this principle the present limitation of the number admissible into the English high school be removed, and, That—Instruction in the branches of education there taught be provided either in that school or elsewhere for all who May apply for admission and

[77] *Ibid.*, November 5, 1831.

appear to the school committee to be duly qualified." [78] Such was the democratic spirit of the thirties.

In 1835 the regulations governing admission, course of study and textbooks were revised and a new reorganization attempted which seemed to indicate the union of the Latin School and the English High School. The title "Latin English High School" was first used in the records, November 27, 1837, when it was recorded that a "Report of the Quarterly examination of the Latin [79] English High School for Boys . . . was made . . ." [80] No further steps were taken for several years, so far as the records show. In 1837 the report to the Secretary of the Massachusetts Commonwealth indicated the existence of "a Latin school, a High school, six English Grammar schools, two schools for girls, eight Primary schools, and a school for colored children." [81] The town was not divided into districts and the schools continued during the year. In 1836 "There are in the City, a Latin Grammar School, and English High School, and nine English Grammar Schools including the School for colored children, seven Primary Schools, and the Schools at Tapley's Brook." [82]

The records of January 18, 1836 contain the first reference to the "Two High Schools for Girls." [83] Up to this time they have been referred to as Eastern and Western Schools. They are mentioned again in the records of the same date when the School Committee "Voted That a public examination of the English Schools for Boys and

[78] *Ibid.*, July 9, 1833.
[79] There appears to be an erasure of something between "Latin" and "English"—possibly the mark "&".
[80] *Ibid.*, Nov. 27, 1837.
[81] *Abstract of Massachusetts School Returns, for* 1837, p. 5.
[82] *Records of Schools* (MS.), Vol. I, May 30, 1836.
[83] *Ibid.*, p. 178.

the High Schools for Girls take place at the close of the present quarter. . . ." [84] On June 15, 1838 "The Committee appointed to examine the condition of the High Schools for Girls, reported, that in their opinion, with some alteration of the rooms, in the buildings the primary, and high Schools for girls, may still be accommodated in the same buildings, as heretofore; . . . After a long discussion of the subject, it was . . . voted that the whole of the buildings, in which the high Schools for girls are now kept, should be appropriated to the use of said schools." [85]

After the establishment of the State Board of Education with an active Secretary, the influence of the state office in the increased activities throughout the Commonwealth was felt. This was particularly noticeable in Salem. There seems to have been a very positive effort on the part of the School Committee to improve the schools, especially the Latin grammar and high schools. On September 2, 1839 it was voted that teachers wishing to attend the Common School Convention at Beverly might dismiss their classes Tuesday, September 10th. Fifteen men from the city at large were appointed to attend this convention.[86] New textbooks were adopted for all schools and new philosophical apparatus was placed in the English High School.[87] February 20, 1843 the school principal was made a real supervisory officer.[88] On February 1, 1845 "The Special Committee appointed to consider [the] report on the expediency of designating

[84] *Ibid.*, p. 178.
[85] *Ibid.*, June 15, 1838.
[86] *Records of School Committee* (MS.), Vol. II, September 2, 1839.
[87] *Ibid.*, p. 86.
[88] *Ibid.*, p. 88.

the public Schools by the names of distinguished citizens of Salem, presented a Report which was accepted, and the following names were adopted—to wit

The Latin Grammar School	to be called	the Fisk School.
The English High School	" " "	"Bowditch School.
East School for Girls	" " "	"Bentley School.
West School for Girls	" " "	"Higginson School." [89]

The last two schools were those established in 1827 as a part of the reorganization of that year. Felt refers to them as girls' high schools [90] and the records of the School Committee show that schools of secondary grade were probably contemplated although they were not so designated. As has been noted previously, these schools were called high schools in the records in 1836. But the textbooks used and the age of admission indicate that the work of these schools was of elementary grade. This conclusion seems to be further justified by the fact that May 29, 1845, on motion of Mr. Oliver the following order was passed: "That the Standing Committee be directed to take into consideration the expediency of establishing a High School for girls . . ."[91] On June 30, 1845 by a vote of 14 to 6, it was "Resolved—That it is expedient to establish a High School for Girls to be under the charge of one male Principal, with a Salary of Eight Hundred dollars—the qualifications for admission and the mode of admission to be the Same as prescribed by the Regulations for the Bowditch School—the School to be divided into two classes and the studies to be arranged for a term

[89] *Ibid.*, p. 137 f.
[90] Felt: *op. cit.*, p. 474 f.
[91] *Records of School Committee* (MS.), Vol. II, p. 144.

of two years. . . ." [92] On October 20, 1845 it was "Ordered—That the Female High School in this City be named in honor of our late eminent fellow citizen—the first Mayor of Salem, the Saltonstall School . . ." [93] In February 1847 an appropriation was made for philosophical apparatus for the Saltonstall School. At the same time a committee was appointed to make arrangements for the opening of the new Saltonstall School House in Lynde place.[94] In July, 1849, the selection of a female principal for the Saltonstall School was considered inexpedient and in August, C. H. Wheeler was chosen principal.[95]

In 1852 plans for reorganization of the secondary schools of Salem were started. On December 2 "After a verbal report on the subject, it was voted . . . that the Chairman with the 1st Visiting Committee, be requested to take into consideration, and report, on the expediency of uniting the Fisk and Bowditch Schools——." [96] On December 20, "it was voted—That the question of uniting the Fisk & Bowditch Schools, be recommitted to the First Visiting Committee, to report on the expediency of an union of said Schools, under the Superintendance of Mr. Carlton as Principal, and an associate Principal—and in the mean time to select a candidate to fill the office of an associate principal,—with a salary not exceeding $1000—per year, or if the union should not be adopted, said associate principal to take charge of the Bowditch School in place of Mr. Putnam resigned." [97] Richard

[92] *Ibid.*, p. 146.
[93] *Ibid.*, p. 146.
[94] *Ibid.*, p. 168.
[95] *Ibid.*, p. 185.
[96] *Ibid.*, December 2, 1852.
[97] *Ibid.*, December 20, 1852.

Edwards was chosen principal of Bowditch School January 3, 1853. He resigned August 19 and A. G. Boyden was elected October 5.

The fact that the salary schedule recommended by the Executive Committee for the High Schools on May 16, 1853 provided $1200 for the principals of Fisk and Saltonstall Schools and $1000 for the principal of the Bowditch School, to be increased to $1200 after the first year [98] is evidence that the proposed union of Fisk and Bowditch Schools failed to materialize at this time. This conclusion is fully justified by later action of the School Committee. The matter of union was suggested again July 17, 1854 [99] and a very definite step in this direction was taken August 21 when the requirements for admission to Fisk School were made the same as for the Bowditch School, examinations to occur at the same time.[100] On September 19, 1854 Mr. Cole from the first Visiting Committee presented a report on the union of the Fisk and Bowditch Schools which was accepted, and it was voted "that the same Committee be authorized to carry into effect the union and reorganization of the Latin and English High Schools, as recommended in said Report, and that they be further directed to draft regulations to be incorporated into the Rules & Regulations of the Board, . . ." [101] It is evident that the union was partly accomplished for we find on May 24, 1855 salaries of $1200 each recommended for the "Bowditch School, English Department and Classical Department." [102]

[98] *Ibid.*, May 16, 1853.
[99] *Ibid.*, July 17, 1854.
[100] *Ibid.*, August 21, 1854.
[101] *Ibid.*, September 19, 1854.
[102] *Ibid.*, May 24, 1855.

But the reorganization was still incomplete for on the same day it was voted that the Executive Committee consider the expediency of organizing the Bowditch School, under the charge of one principal, one usher, and one female assistant. June 18, 1855, "Mr. Perkins from the Special Committee on the expediency of uniting the Bowditch and Saltonstall Schools—presented a Report recommending a union of those Schools, and 'that the Executive Committee be authorized to petition the City government for an appropriation for the purpose of erecting a building for the accommodation of the Bowditch & Saltonstall Schools, . . .'" [103] The report was accepted and the Executive Committee was ordered to memorialize the City Council. The type of organization at this time is shown by the record of the election of teachers July 16, 1855.[104]

Oliver Carlton, Principal of Latin Department, Bowditch School.

A. G. Boyden, Principal of English Department, Bowditch School.

N. P. Case, Principal of Saltonstall School.

Sarah E. Hale, Caroline Lord, Elvira Johnson and Phoebe Green, Assistants.

The type of organization provided for after the consolidation may be judged by the faculty appointments. On December 17, 1855 a committee was instructed to obtain candidates for a principal, usher, and assistant teachers for the high school as suggested on June 18.[105] The following appointments were made July 21, 1856.[106]

[103] *Ibid.*, June 18, 1855.
[104] *Ibid.*, July 16, 1855.
[105] *Ibid.*, December 17, 1855.
[106] *Ibid.*, July 21, 1856.

Jacob Batchelder, Principal at salary of $1500 per year.
Albert G. Boyden, Usher at salary of $1000 per year.
Miss Sarah E. Hall, 1st Assistant at salary of $300 per year.
Miss Caroline Lord and Miss Phebe Green, Assistants at salary of $250 each per year.

In 1858 the faculty consisted of a principal, usher, 1st, 2nd, 3d, and 4th assistants. The High and Classical School [107] had become fully organized by 1860 and for the several years following there were few changes except that the enrollment decreased considerably, due in great measure to war conditions. Here, as elsewhere, the young men of high school age went to war. The young women in many cases were forced to become breadwinners and never entered high school. Many of those who did enter left without finishing the course.[108]

Throughout this period Salem reflected in its high school development the industrial and social life of its people. The influence of its proximity to Boston and the constant intercourse between the two towns which caused their colonial educational development to follow common lines, gave way to the larger economic and social forces so powerful in New England life of the nineteenth century. The result was a high school development in Salem fundamentally different from that in Boston.

5. Springfield

"In 1827 the town voted 'that it is expedient to establish a high school, to be kept permanently in one place'. Land was purchased of Simon Sanborn on School Street, and

[107] This name was used as early as May 19, 1856.
[108] *Register for the Classical and High School* (MS.), 1856-62, p. 1 f.

a house erected, in which a school for boys was opened in 1828, and continued until about 1837." [109] The character of this school seems doubtful, if we may judge from the returns made to the secretary of the Commonwealth in 1829, which state that "Of the Private Schools, one is a High School—one a Seminary for young ladies—one an Infant School—and three are on the territory of the United States." [110] From a similar source in 1832 we are informed that "Of the amount paid for public instruction, $2500 is raised by a tax, $500 from a fund. . . . $600 is for the support of a high school." [111] Three high schools were reported in 1833.[112] No high school is mentioned in the returns for 1837. Just what the situation was from 1837, the date given above for the close of this early high school, to 1841 we do not know.

"In 1841 a high school for the centre district of the town was opened in the school-house on Elm Street, on the site of the present court-house. Rev. Sanford Lawton . . . was the first teacher." [113] The organization of this school was due to the unusual educational activity of the time. The same progressive influences are found in the appointment of S. S. Greene as superintendent of schools in August, 1840.[114] Furthermore, it is possible that Mr. Greene was an influential factor in the origin of the high school. Mr. Lawton was succeeded in 1844 by Mr. Arill Parrish who continued as principal until 1865 when he was succeeded by M. C. Stebbins.

[109] Durant: "History of Springfield, Massachusetts" (Everts: *History of Connecticut Valley in Massachusetts,* II, p. 843.)
[110] *Abstract of Massachusetts School Returns,* 1829, p. 10.
[111] *Ibid.,* 1832, p. 9.
[112] *Ibid.,* 1833, p. 10.
[113] Durant: *op. cit.,* p. 843.
[114] *Report of School Committee,* 1841, p. 24.

"A new building for the school was erected on Court Street, and dedicated September 9, 1848. In 1849 the School Committee . . . called the attention of the town to the law—then recently passed—requiring towns of 500 or more families to support a high school for the benefit of the whole town. Immediate action was taken, and an arrangement was made with the Centre district by which such a school was opened May 5th, occupying a part of the school house on Court Street." [115] Provision was made for three departments: common English branches; higher English and mathematical branches; and a Classical department. The aim of the school shows the democratic spirit which prevailed at the time.

"The design of the school is to give to all that education, at home, which, comparatively few, and those the more wealthy, obtain for their children by sending them abroad; and with this view the same systematic and thorough course of instruction is pursued as in academies and the higher schools of learning, so that all our children after passing through the lower schools may, if they wish and have qualified themselves for admission, enter this school and obtain such an education as will fit them for any business or station in life." [116]

"The first formal graduation from the school was in 1856, by a class of nine pupils." [117] The faculty of the school in 1857 consisted of the principal and three assistants. The total average attendance for each of the years, 1853,[118] 1857, [119] 1861, [120] was 109. The

[115] Durant: *op. cit.*, p. 843.
[116] *Report of School Committee*, 1852, p. 11.
[117] Durant: *op. cit.*, p. 843.
[118] *Report of School Committee*, 1857, p. 42.
[119] *Ibid.*
[120] *Report of School Committee*, 1861, p. 38.

attendance for the intervening years varied but slightly from this number.

The high school development in Springfield is typical of those inland towns which gradually established their lines of industrial and social intercourse with the larger centers near the coast. The uncertain development of the thirties and forties came at a time when railways were beginning in a modest way their expansion throughout New England.

6. Lowell

Lowell had experienced an unparalleled economic development. It was representative of the early nineteenth century manufacturing centers in New England in which the mill development created an unusual demand for labor.

"Lowell had reason to be proud of its operatives. The world has never looked upon a class of mill girls, or men, more intelligent or moral than those who worked in its factories during the years of its early history. They were the cream of the farming communities of New England. Some of them had been school teachers, and there were others who came to earn money in order to prepare themselves for that profession. All had brought with them from their homes by the hillside and valley their church-going habits, love of reading, and generally a strong desire for larger intellectual culture. They read and talked on the important questions of the day. And many of the questions then agitated were profoundly exciting and radical. There seemed to be a general awakening in the public mind to new thoughts and measures in the political and moral world. Abolitionism, Transcendentalism, Fourierism, Temperance, Grahamism, and other kindred topics relating to human welfare, filled the air and entered the workshops and mills of Lowell. And many were the sharp debates and comparison of notes that were held over the loom and spinning frame on those themes." [121]

[121] Lincoln: *My Schools and Teachers in Lowell Sixty Years Ago*, p. 135 f.

Lowell had its Lyceum at this time. It consisted of a course of lectures by local clergymen, physicians, lawyers, and other leading men of the town. Occasional noted speakers like O. A. Bronson, Theodore Parker, Horace Greeley, Caleb Cushing, and Prof. Silliman were secured. The Mechanics Association had a reading-room, library and a course of lectures.[122] Out of this economic and social situation there developed a strong demand for better schools. The old district system proved inefficient. Accordingly a reorganization took place in 1831 and the principle of gradation with the abolition of the district system was decided upon. Three grades of schools were provided: "*Primary Schools, Grammar Schools*, and a *High School.*" The high school was established in December, 1831 and was "designed both to perfect the English Education, . . . begun in the Primary and Grammar Schools; and also to fit young men for College; . . ." [123] During the first nine years the high school moved seven times but in 1840, a permanent high school building was provided. Thomas M. Clark was the first principal; and during the first fourteen years there were six different principals. In 1845 Charles C. Chase began a long period of service lasting until 1883—far beyond the limits of our period.

The character of the reorganization in 1831 is seen in the considerable increase in appropriations beginning in 1832. The cost of instruction for the school year 1831-32 was $1450 [124] and the appropriation for schools for the school year 1832-33 was $4000.[125] By 1835 the

[122] *Ibid.*, p. 137.
[123] *American Annals of Education and Instruction*, II, p. 422 f. (1832).
[124] *Abstract of Massachusetts School Returns*, 1832, p. 5.
[125] *Annals of Education*, II, p. 303 (1832).

annual expenditure exclusive of interest on school debt had increased to $8129.03. There were forty-two teachers [126] in the system which consisted of "a High School, four Grammar Schools, one of which is for Irish children; and fifteen Primary schools, of which two are for Irish children." [127]

At the close of the school year, 1839-40, the School Committee reported: "The high school has continued to increase in numbers, and, it is believed, in usefulness. . . . The influence of the school is felt as an incentive to exertion through all the public schools in the city. Its object is to place within reach of the poorest citizen such means of preparing his children for college, or for giving instruction for any branch of active business, as the richest shall be glad to avail themselves of, for their own children. This object has been thus far realized." The problem of Irish children was well handled; they were admitted to all the schools including the high school on the same footing as native children. The total school expenditures for the year 1839-40 amounted to $15,935.93. In this year the faculty of the high school consisted of a principal and two assistants, all men, and the average daily attendance was 57 boys and 50 girls.[128]

The new high school building erected in 1840 was arranged so that each of the two stories would provide one large room in which the pupils sat for study and for recitation to the principal, and two small recitation rooms for assistants. Previous to this time the sexes had occupied the same room, but with the new building so arranged

[126] *Account of Expenses of the Town of Lowell, year ending February 28,* 1835 (Broadside).
[127] *Abstract of Massachusetts School Returns,* 1835, p. 7.
[128] *Annual Report of School Committee,* 1840, p. 6 f.

they were separated with the boys on the lower floor and the girls on the upper floor. Moody Courier, principal of the school since 1836, continued as principal of the male department and Lucy E. Penhallow was made principal of the female department. There were two regular male assistants in mathematics and languages and a part time female assistant, all of whom taught in both departments. For a time the boys and girls recited separately. Later they were permitted to recite together but they continued to study in separate rooms.[129]

With the advantages of the new building the school grew rapidly. "In 1838 the whole number on the time books was 222, the average belonging 119, and the average attending 91. In 1842, the first full year in the new house there were 383 names on the time books, 200 for average belonging, and 170 for average attendance. In 1852 the committee state that the average attendance for the past ten years had been 285." [130]

Up to 1862, the school evidently had not performed the functions for which it was established.

"There was no course of study. Pupils came when they pleased, which was very irregularly, studied what they pleased, and left when they got ready. There was no graduation, and nobody ever seemed to get anywhere. If anybody fitted for college the committee made no mention of the fact. The most of the time, indeed, was given to grammar school studies. The first list of text books, printed in 1846, shows that subjects which might be studied were English grammar, geography, history of the United States, moral science, rhetoric, physiology, natural philosophy, astronomy, chemistry, algebra, geometry, trigonometry, French, Latin and Greek. The exercises of the school also included reading, writing and

[129] Whitcomb: *The Schools of Lowell*, p. 7.
[130] *Ibid.*, p. 7.

spelling. The list of text books is formidable enough, but the standard of the school can be better seen when it is noted that the bulk of the pupils were studying arithmetic and grammar, while not one had studied moral science for three years and only two had done anything with the higher mathematics in the same time. . . . Instruction, as described by the committee of 1851, was 'irregular, intermittent, fragmentary.' Most of the teachers were hearing eleven or twelve recitations a day. The average duration of attendance was one and one half years. . . . In 1851 the per cent. of attendance was 66. . . . The committees' reports are mainly taken up with scolding over irregular attendance, with few suggestions of anything to make the school more attractive. Private schools, which had nearly all closed their doors when the school went into its new quarters in 1840, had increased to 15 in 1851." [131]

A reorganization took place in 1852 in which the two-department system was abolished and C. C. Chase, who had been principal of the boys' department since 1845 was made principal of the whole school. Annual examinations only were substituted for the frequent term examinations. Two courses were provided, an English course of three years and a Classical course of four years. Six young men entered college from the high school four years later, the first on record according to the reports of the committee. Diplomas were awarded in 1858 for the first time, the graduating class numbering twenty-four. In 1859 "the committee boast of 13 men in college of whom all are in the first half of their class, and three are class leaders." [132]

The Lowell High School seems to have suffered from a lack of definite admission requirements. In 1846 "there were four admissions from the grammar schools annually, and the average age of admission was 13 years, 11

[131] *Ibid.*, p. 7 f.
[132] *Ibid.*, p. 8.

months." In 1853 "the qualifications of those who were allowed to enter the school continued to be pitifully low. For this fact the committee scold parents who push their children too fast, grammar masters who qualify them but poorly, everybody indeed except themselves, although the fact which they mention as a matter of blame to others, the fact that of 110 admitted to the high school but 36 had an average of more than 50 per cent. and 67 had an average of less than 38 per cent. is really a proof that the blame is wholly theirs, since the examination was conducted by them and the standard of admission was wholly in their hands. However, in 1858 the standard of admission was raised to 60 per cent., and a little later to 68 per cent., arithmetic having credit for 25 of the 100 points which would constitute a perfect rank." [133]

In 1864 the committee declared that they "have been unwilling to adopt a too rigid rule in regard to admissions to the High School by fixing, as is done in some cities, an arbitrary standard for admission, whether the seats of the school be filled or not. The more liberal policy has been adopted of opening wider, perhaps too wide, the doors, and giving whatever privileges the school may afford to the greatest numbers. Constituted as our community is, this is perhaps the wisest policy." [134] The following year the superintendent, Abner J. Phipps, in his annual report criticized the policy of the Committee in no uncertain terms for the laxness of admission requirements.[135] Aside from the immediate effect of low standards of admission upon the schools generally, the essen-

[133] *Ibid.*, p. 8.
[134] State Board of Education: *Abstract of School Committees' Reports*, 1863-64, p. 65.
[135] *Ibid.*, 1864-65, p. 88 *f.*

tial principle involved was of great fundamental importance. The policy of the committee implied that the high school was considered an integral part of the free public school system and any decided break in the continuity of the system was undesirable in such a community as Lowell.

The history of the early high school development in Lowell reveals the influence of the underlying social and economic forces more clearly and definitely than in most other Massachusetts towns. For this reason the Lowell High School before 1865 was a pioneer in the adaptation of the high school policy to the needs of a rapidly growing industrial center.

7. Medford

The origin of the high school in Medford is of significance chiefly because of the fact that it was the first high school established after the enactment of the law of 1827, before its population required it.[136] The movement for a high school started in 1834 when it was voted by the town "That the School Committee be directed so to arrange the town schools that the girls shall enjoy equal privileges therein with the boys through the year." [137]

Nothing was done by the Committee and at the annual meeting in March 1835 a special committee was appointed to "inquire into the different and best methods of conducting public schools; to report what improvements, what number and kind of schools are necessary in this town to qualify *every* scholar who desires, for the active duties of

[136] Inglis: *Rise of the High School in Massachusetts,* p. 33 f.
[137] Cummings: *History of the Medford High School,* p. 7 f.

life; also, to report upon the duty of the School Committee, the teachers, and the scholars." The committee reported in April. The report was adopted and $500 appropriated in addition to a previous appropriation of $1500 for school purposes. The high school was opened in May, 1835 in spite of stubborn opposition due to the experience in Boston with the Girls' High School. The influence of the example of Boston was counteracted however, by the success of the provisions in Plymouth and Lowell for higher instruction for girls.[138]

There was little in the experience of Medford that differed from that of the other towns of the early period. The practice of employing older pupils as assistants was followed irregularly until 1851. The first assistant employed received a salary of one dollar a week for twenty-three weeks. This practice was discontinued in 1851 when a permanent assistant was employed.[139] A four-year course of study was provided throughout the period and until 1868. Students were graduated annually beginning in 1847, or probably earlier, and diplomas were first awarded in 1864.[140]

Medford is an excellent example of high school development in the small group of towns that maintained high schools voluntarily. Much of its success was due to the progressive spirit of a few of its leading citizens.

8. Cambridge

The term "High School" first appeared in the nomenclature of the Cambridge public schools in 1838. The

[138] *Ibid.*, p. 8 f.
[139] *Ibid.*, p. 14 f.
[140] *Ibid.*, p. 22 f.

rapid increase in population in East Cambridge and Cambridgeport during the thirties led to the establishment of a Classical or high school for the whole town. A building to accommodate this school was erected in Cambridgeport in 1838 and was known as the Cambridge High or Grammar School. This arrangement continued until 1843 when, because of the inconvenience of the location, the high school was divided. For four years the town tried the experiment of three high schools, one in each of the three geographical divisions—Old Cambridge, East Cambridge, and Cambridgeport. The plan was unsuccessful because of the hardship on the grammar masters who gave instruction in the Classical subjects in addition to the English subjects of the grammar schools.[141]

A high school for the whole city was again organized in 1847 and opened in the high school building at Cambridgeport. A new building was constructed in 1848 and with the new facilities the school began a rapid growth. The City Council was liberal in its appropriations for equipment and as a result an excellent library was accumulated and much valuable philosophical, chemical and astronomical apparatus was provided. By 1864 it was necessary to erect a new building to provide for the greatly increased student body which in 1865 numbered 281.[142]

The significance of Cambridge in any study of early high school development lies in its excellence as a college preparatory school. The emphasis placed upon that particular function was due in great measure to the presence

[141] Bradbury: *Cambridge High School,* p. 7 f.
[142] *Ibid.,* p. 11 f.

of Harvard University and to the influence of the Latin grammar school traditions which had grown up over a period of two centuries. The Hopkins fund which was received in 1713 was of considerable value to the Latin grammar school up to 1838 when it was transferred to a private classical school in Cambridge. This school retained the use of the fund until 1854 on condition that nine students be admitted to free instruction annually from the town of Cambridge.[143]

In 1854 the trustees of the Hopkins fund proposed that the benefits of the fund be applied to the Cambridge High School. This proposition was accepted by the city and beginning with 1854 one of the teachers of the High School has been annually elected "Hopkins Classical Teacher." The income of the fund which in 1855 amounted to $300, has been applied annually to the payment of a part of the salary of that teacher. The Hopkins Classical School was formally united with the High School in 1854 and after 1856 the headmaster of the High School regularly held the position of Hopkins Classical Teacher.[144] The influence of Harvard is seen in the relatively large number of graduates entering that institution. From 1848 to 1854 thirty-five had entered Harvard and in the latter year one entered Amherst, the first to go elsewhere. From 1855 to 1865 of seventy graduates of the high school entering college sixty-nine entered Harvard and one entered Amherst in 1864. This tendency to go to Harvard existed in spite of the fact that most of the head masters and a good percentage of submasters were Amherst men.[145]

[143] *Ibid.*, p. 12 f.
[144] *Ibid.*, p. 26 f.
[145] *Ibid.*, p. 49 f.

The function of the Cambridge High School may be judged partly by the percentage of graduates entering college. Of the 418 male and female graduates from 1848 to 1865, 106 entered college—25 per cent. Of the 115 graduating in the classical course 101 entered college[146]—87 per cent. In view of the fact that opportunities for a college training for women were rare the percentage would be higher if those girls graduating from the classical course were deducted. Of the 101 college entrants with classical training there were but 97 classical boys graduating from the High School. Evidently at least four entered without completing the full requirements for graduation from the High School. This shows a very high standard of efficiency so far as performance of the propædeutic function of secondary education is concerned. We have no data that would permit us to measure the efficiency of the English course as a preparation for life activities.

II. EXTENT OF HIGH SCHOOL DEVELOPMENT BEFORE 1840

The law of 1827, the basis for all later laws regarding secondary education in Massachusetts, provided, among other things, that:

"Every city, town, or district, containing five hundred families, or householders, . . . shall also be provided with a master of good morals, competent to instruct, in addition to the branches of learning aforesaid [orthography, reading, writing, English grammar, geography, arithmetic, and good behavior], the history of the United States, bookkeeping by single entry, geometry, surveying, and algebra; and shall

[146] Five graduates of the English course entered college—two in 1855 and three in 1857.

employ such master to instruct a school, in such city, town, or district, for the benefit of all the inhabitants thereof, at least ten months in each year, exclusive of vacations, . . . and in every city, or town, containing four thousand inhabitants, such master shall be competent in addition to all the foregoing branches, to instruct the Latin and Greek languages, history, rhetoric, and logic." [147]

Previous to the enactment of this law three public high schools had been established and two (possibly three) more were established in the year the act was passed. A detailed account has been given of these schools for the purpose of showing the origins of the institution which the law of 1827 and subsequent acts standardized as the school "for the benefit of all the inhabitants"—the public high school. The absence of a central educational authority before 1837 permitted a certain freedom of development on the part of those towns that established high schools in accordance with local, social, and economic demands.

New Bedford is credited by good authority with a high school as early as 1827.[148] There is the possibility, however, of this early school being the Latin grammar school because of the tendency on the part of some authorities to consider the Latin grammar school a high school. It is more likely that the high school began in 1837, judging from the official report of that year. "The School for all the inhabitants of the town, was opened in June last. It is to be kept through the year." [149] Randolph is credited by the official report with a high

[147] *Laws of Massachusetts, January session,* 1827, Chapter CXLIII.
[148] Brown: *op. cit.,* p. 520.
[149] *Abstract of Massachusetts School Returns,* 1837, p. 247.

school in 1829,[150] but it probably did not have a permanent high school until 1859.[151]

In Newburyport "in 1831 the building in which the Center Grammar School was kept was repaired and rearranged for the accommodation of the Latin and English High School."[152] The official returns for 1835 reported "there are, one High School, three Monitorial schools, three Female Grammar Schools, and five Primary schools."[153] In 1836 the same authority reported a "High School having a 'Classical' and an 'English' department."[154]

Northampton established a high school in 1835;[155] it was supported partly by the income from a fund of $3413.18 which amounted to about $200 in 1836.[156] In 1837 "there is one 'Boys' Town School,' and one 'Girls' Town School'. . . . The first has two male and the last three female instructors."[157] Waltham established a high school in 1835, although there was not sufficient population until 1850 to require even a lower grade high school.[158]

There is some uncertainty as to the date when Ipswich established a high school. One authority says it was before 1839[159] and the official returns for 1836 reported that "in addition to the districts, there is a High School with 40 scholars." It is probable the school may have

[150] *Ibid.*, 1829, p. 13.
[151] Inglis: *op. cit.*, p. 44.
[152] Currier: *History of Newburyport.*
[153] *Abstract of Massachusetts School Returns*, 1835, p. 5.
[154] *Ibid.*, 1836, p. 5.
[155] Inglis: *op. cit.*, p. 44.
[156] *Abstract of Massachusetts School Returns*, 1836, p. 23.
[157] *Ibid.*, 1837, p. 138.
[158] Inglis: *op. cit.*, p. 45.
[159] Inglis: *op. cit.*, p. 43.

been the Latin grammar school since "there is the 'Grammar School Fund,' capital not estimated; the income this year $320.00." [160] The same authority reported in 1837 that "there is a High School, with an average attendance of 40 scholars in the summer and 60 in the winter." [161] Nantucket High School belongs to the same category but it is fairly certain that it began before 1838.[162] A high school was reported in Waltham in 1835. This school probably received some support from the Boston Manufacturing Company.[163] In 1837 the official report referred to the school as an academy, which makes it difficult to determine its real character.[164] In Marblehead, in 1835, "at the last March meeting, two High Schools, one for males, the other for females, were authorized, and an addition of $1000 was voted to sustain them." [165] It is not certain that anything was done before 1837. However, "it appears from the salaries paid to teachers that there are in operation [in 1836], a High School for males and one for females, . . . 'The instructor of the High School for boys has $800 per year. Three other male instructers have $450 per annum,' &c.; 'instructress of the High School for girls, $375,' &c." [166] Information gleaned from reports of the School Committee fixes the date as 1837 or possibly 1847.[167]

In 1836 there appeared a really definite indication of a reaction against the district system when in Scituate

[160] *Abstract of Massachusetts School Returns,* 1836, p. 5.
[161] *Ibid.,* 1837, p. 13.
[162] Inglis: *op. cit.,* p. 44.
[163] *Abstract of Massachusetts School Returns,* 1836, p. 13.
[164] *Ibid.,* 1837, p. 67.
[165] *Ibid.,* 1835, p. 3.
[166] *Ibid.,* 1836, p. 5.
[167] Inglis: *op. cit.,* p. 43.

"three of the districts have united in establishing a school, known as the Union High School, in which, besides the ordinary branches, the Latin and French languages, and Algebra are taught." [168] The official returns for the following year state that "there are but 20 districts in this town; but districts Nos. 1, 15 and 17 are associated together for the purpose of maintaining a 'High School' for the older scholars of both sexes." [169] The later history of this school is not known, but there is a record of a high school having been established as late as 1861.[170]

The years 1837 and 1838 were years of unusual activity in educational affairs. The effects of the awakening are seen in the considerable number of towns that made some effort to provide high schools for the first time. The vigor with which Horace Mann began the administration of his office was responsible, no doubt, for much of this but the sudden reaction two or three years later probably reflected the general economic depression and the social unrest that spread throughout the country. This later condition would lead one to believe that the spirit of reform and of economic and industrial optimism that preceded the crash of the late thirties may have fostered the tendency to vote liberal appropriations for schools. Early in 1838 Horace Mann reported that there were forty-three towns exclusive of Boston coming within the provisions of the high school law.

"These *forty-three* towns contain an aggregate of about *two-fifths* of all the population of the state, exclusive of the metropolis. Of these *forty-three* towns, only *fourteen* main-

[168] *Abstract of Massachusetts School Returns,* 1836, p. 43.
[169] *Ibid.,* 1837, p. 275.
[170] Inglis: *op. cit.,* p. 44.

tain those schools 'for the benefit of all the inhabitants of the town,' which the law requires." [171]

His condemnation of the twenty-nine towns failing to provide for high schools was not to be mistaken and probably stirred some of them to action.

High schools were established in 1837 in several small towns only one of which, Newton, was required in that year to maintain a high school. Newton supported "five High Schools, four of which kept through the year." [172] Judging from other evidence these high schools were temporary and probably law-dodging institutions. A regular high school was established in 1853 and probably re-established or reorganized in 1859.[173] Ashburnham had "a high school three fourths of the year," [174] although it was not required until 1865.[175] Lanesborough reported that "in the High School for Boys, Algebra and Geometry are studied, together with the ancient languages." [176] In Foxborough, "a 'High School' has been kept in the centre district." [177] This town was reported delinquent after 1855.[178] Roxbury reported that the "high School for boys" had a permanent fund of $20,000.[179] This was probably the old grammar school for a regular high school was established there in 1839, and was probably reorganized or reëstablished in 1852.[180] According

[171] *First Annual Report of the Secretary of the Board of Education, Massachusetts,* 1837, p. 51.
[172] *Abstract of Massachusetts School Returns,* 1837, p. 55.
[173] Inglis: *op. cit.,* p. 44.
[174] *Abstract of Massachusetts School Returns,* 1837, p. 73.
[175] Inglis: *op. cit.,* p. 42.
[176] *Abstract of Massachusetts School Returns,* 1837, p. 198.
[177] *Ibid.,* p. 224.
[178] Inglis: *op. cit.,* p. 43.
[179] *Abstract of Massachusetts School Returns,* 1837, p. 232.
[180] Inglis: *op. cit.,* p. 44.

to the statement of Secretary Mann: "Roxbury was one of the towns, required by law to keep a town school; but since the year 1826, when the present provision of the law in regard to town schools, was enacted, it has belonged to that large class of towns which have non-complied with the requisition. The largest sum, as it appears by the Abstracts, heretofore raised by the town, is $5000. This year the town has raised the sum of $14,500, and has established the town school required by law, and voted to its teacher one of the most liberal salaries given in the State." [181] The power of the state office may be judged by the change in policy at Roxbury.

The history of Cambridge High School, first established in 1838 and reëstablished in 1847, has been traced in some detail and is fairly typical of a development in which the first attempt was not sufficiently successful to become permanent. As in the case of Cambridge, no doubt most of the towns that attempted to establish high schools in the thirties and forties found it very difficult to keep them running continuously and were compelled to reëstablish them at a later day. In 1838, Gloucester attempted to avoid the support of a high school by a clever ruse of voting that every district school should be a town school. The school committee observed in this connection that "our district schools are not the town grammar schools described in the statute, . . . we ask every voter in this town whether it is becoming a town of nine thousand inhabitants to attempt to shield itself from the performance of a statute duty, by a fraudulent entry on its records . . . " A town school was established that

[181] *Third Annual Report of Secretary State Board of Education, Massachusetts,* 1839, p. 38.

year.[182] One authority gives 1850 as the date of establishment.[183] Mendon attempted to establish a high school in this year but failed and a real high school was not established until 1868.[184] Grafton is credited with having established a high school in 1838 [185] but a local historian says "the first attempt in this direction was made at the annual meeting in 1839, but it was not till 1847 that any vote favorable for this end could be secured. At that time a report from a special committee advocating the erection of a high school building was adopted. At an adjourned meeting the vote was reconsidered and rejected. In 1849 the friends of a higher education, resolving that the town should have such a school, formed themselves into a joint stock company by the name of the 'High School Association,' were incorporated in 1850, erected a commodious building for the school, and thus the school began. The town rented this building and the school was irregularly kept there till 1867, when it was purchased of the Association by the town for $3500." [186]

It is evident that the period from 1821 to 1840 was a period of experimentation. The freedom allowed to individual initiative and the absence of pressure from a central authority made such experimentation possible. Furthermore, the centers of activity were towns in which the forces underlying the experimentation were capable of achieving some measure of success thus creating favor-

[182] *Abstract of Massachusetts School Returns,* 1838-9, p. 18; also *Third Annual Report of Secretary State Board of Education, Massachusetts,* 1839, p. 38.
[183] Brown: *op. cit.,* p. 522.
[184] Marvin: *History of Worcester County,* II, p. 55.
[185] Inglis: *op. cit.,* p. 43.
[186] Marvin: *op. cit.,* I, p. 540.

able conditions, standards, and precedents for the later development of the institution throughout the state.

TABLE V [187]

HIGH SCHOOLS ESTABLISHED IN MASSACHUSETTS, 1821-1839

City or Town	*High School Established*	*High School Required by Law*	
		Lower	*Higher*
Boston	1821 1826 (Girls)	1827	1827
Worcester	1824 (Girls)	1830	1830
Plymouth (1826)	1827	1827	1827
Salem	1827	1827	1827
New Bedford	1827 (1837)	1827	1830
Springfield	1828 (1841)	1827	1827
Randolph	1829 (1859)	1830	1850
Lowell	1831	1830	1830
Newburyport	1831	1827	1827
Medford	1835	1850	1855
Northampton	1835	1830	1850
Waltham	1835	1850	1850
Ipswich	1836	1840	....
Scituate	1836 (1861) (Delinquent 1863-64)	1827	....
Marblehead	1836 or 1837 (1847)	1827	1827
Ashburnham	1837 ?	1865	....
Foxborough	1837 ?	1855	....
Lanesborough	1837	....	....
Leominster	1837 (1850)	1850	....
Newton	1837 (1853) (1859)	1837	1850
Nantucket	Before 1838	1827	1827
Cambridge	1838 1847	1827	1827
Gloucester	1838 (1850)	1827	1827
Grafton	(1838) 1850	1850	1855
Taunton	1838 (1849)	1827	1827
Roxbury	1839	1827	1827

[187] Compiled from numerous sources: manuscript records, reports of School Committees, Abstracts of School Returns, Reports of Secretary of State Board of Education, Inglis: *Rise of the High School in Massachusetts,* p. 42 f., Brown: *The Making of our Middle Schools,* p. 519 f., correspondence, local histories, etc.

Table V includes all towns having any claim to a high school up to and including 1839, the time at which the influence of the State Board of Education began to be felt.

CHAPTER III

INFLUENCE OF MASSACHUSETTS HIGH SCHOOL DEVELOPMENT BEFORE 1840

I. NEW HAMPSHIRE, AN EXPERIMENT IN SPECIAL LEGISLATION

1. Portsmouth

In July 1826, the Legislature passed an act which provided for a complete reorganization of the schools of Portsmouth. It authorized and required the inhabitants to vote money necessary for providing school houses, and provided for the election of a school committee to manage the schools. The committee was empowered to expend the school money for "the sole purpose of keeping such English schools as may be necessary, or as the inhabitants of said town may direct, for teaching the various sounds and powers of the letters in the English language, reading, writing, English grammar, arithmetick, geography, and such other branches of education as may be necessary to be taught in an English school, . . ." [1] Before the act became effective it was necessary that it be adopted by a majority vote in a legal town-meeting. It is evident that the town adopted the law inasmuch as the organization in force in 1827 seemed to meet most of the provisions.

[1] *Laws of New Hampshire, June session,* 1826, Chapter LXVI.

The regulations adopted by the School Committee, May 16, 1827, were presented in the *American Annals of Education* in 1832.

"The schools are of several grades as follows. 1st, Primary Schools, into which no pupils are admitted under four years of age, and a Lancasterian School, into which none are admitted under the age of five years. 2d, The Masters' Schools, and the Second Female School, into which none are admitted till able to read without spelling. 3d, A High School, and a First Female School, to which none are admitted, until on examination by the instructor, they are found able 'to read correctly, write joining hand, and to understand the rules in the abridgement of Murray's Grammar, and the four elementary rules of arithmetic.' The number of pupils in the High School is limited to 60. Those coming from the Lancasterian School, are to have the preference, and every scholar applying for admission shall bring a certificate from his last instructor that he is not under censure." [2]

We see in this organization a definite attempt to grade the schools and a provision for high school instruction for both boys and girls. The First Female School was evidently of the same grade as the High School judging from the fact that both schools had identical requirements for entrance.

In 1827 a general education law was enacted which provided for a reorganization of the public schools throughout the state.[3] The Portsmouth law of 1826 became the basis for the general law of 1827. The schools to be provided were identical and the provisions for support and control were practically the same as in the Portsmouth act. Throughout the next forty years it was the general legislative practice in New Hampshire to try out new school policies in local schools and later enact

[2] *American Annals of Education and Instruction*, II, p. 302 (1832).
[3] *Laws of New Hampshire, June session*, 1827, Chapter LVII.

general laws containing those features that proved to be successful or that had received popular approval.

There seems to have been preserved very little in the way of records of the early high school development in Portsmouth. Bush gives 1830 as the date of establishment of the high school,[4] but he had probably overlooked the account given in the *Annals of Education*. At any rate, the frequent legislation indicates that the high school facilities were not what the people of Portsmouth required. In 1835 an act supplementary to the Law of 1826 was passed. Among other provisions it emphasized the one for high schools as follows:

"Sec. 2. *And be it further enacted,* That it shall be the duty of the selectmen of said town, to pay over to the chairman of the several district committees, from the amount annually raised for the use of schools in said town, a sum of money sufficient to defray the expenses of the two high schools, which several chairmen shall constitute a superintending committee, whose duty it shall be to superintend the affairs of said high schools, and to transact all business relating thereunto; . . .

Sec. 4. And be it further enacted, That each school district in said town shall have the privilege of sending an equal number of scholars to each of the two high schools—said scholars to be designated by the superintending committee of the said high schools." [5]

The ten years following the reorganization of 1826-7 were years of experimentation which opened the way for another reorganization in 1836. In that year a new and comprehensive "Act for the regulation and government of schools in the town of Portsmouth" was passed. It provided for a thoroughgoing reorganization of the

[4] Bush: *op. cit.*, p. 133.
[5] *Laws of New Hampshire, June session,* 1835, Chapter CCVIII.

school system. With particular reference to high schools, the act provided:

"Sec. 6. . . . there shall be kept and maintained in said town of Portsmouth, at least two high schools, one for males and the other for females, in which shall be taught, all the branches of education that are proper to be taught in an English Grammar school, with such additional branches as the inhabitants of said town may direct; and the chairmen of the several district committees, shall constitute a committee for the government and superintendance of said high schools, —shall be denominated the high school committee, . . .

"Sec. 7. The aforesaid high schools shall be for the common benefit of all the districts in said town, and each district shall have the privilege of sending an equal proportion of scholars, possessing the requisite qualifications . . . and this proportion shall be ascertained and determined as nearly as may be from the number of pupils attending schools in each district, . . .

"Sec. 9. And in no case shall a teacher be employed for either of those high schools, who is not qualified for teaching English Grammar, book-keeping, geometry, surveying, navigation, mensuration, algebra, astronomy, and natural history." [6]

So far as can be determined this law was the basis for the high schools of Portsmouth as they developed throughout the rest of the period which we are considering. The experimental stage was passed and the essential elements of the Portsmouth high school policy were established by 1840. The example of Portsmouth inspired Concord as early as 1842, as will be seen later.[7] Nothing was done for several years. The next attempt was made by Manchester and the early development there likewise reflected the influence of Portsmouth.

No accurate information concerning Portsmouth

[6] *Laws of New Hampshire, November session,* 1836, Chapter CCCXI.

[7] See page 158.

schools is available until the Commissioner of Common Schools issued his first report in 1847. The grades of schools at that time were infant, primary, grammar and high school. There were two high schools, one for boys and one for girls. The attention given to the high schools may be judged by the fact that the committee reported to the Commissioner that the "High Schools have been examined once a month, besides three entire days spent in the examination of each." [8]

In 1848, the School Committee reported in glowing terms that "the High Schools were never in a better condition or more deserving the confidence of the public than at the present time." Mr. Kimball was principal of the high school for boys, and Mr. Nichols was principal of the high school for girls, assisted by Miss Ackerman. The salaries of Mr. Kimball and Mr. Nichols were raised "as an act both of policy and of justice." [9] An indication of the program of studies is found in the report of the following year which stated that "the classics and higher mathematics are thoroughly taught in the high schools." [10] In the same year (1849) the seating facilities of the high schools were enlarged by the addition of fifty new seats. This made it necessary to provide two new assistants, one for the boys and a second assistant for the girls. The experiment of a female assistant in the boys' high school was so successful that the Committee recommended a continuance of the plan.[11]

[8] *Report of Commissioner of Common Schools,* 1847, Appendix, p. 53.
[9] *Ibid.,* 1848, Appendix, p. 1 f.
[10] *Third Annual Report of Commissioner of Common Schools,* 1849, p. 43.
[11] *Ibid.,* Appendix, p. XXIII f.

In 1853 the High School Committee made a special plea for better housing facilities for the two schools. The basement of the court house was used by the girls' high school and was disturbed several weeks each year by the noise of the courtroom above. The boys' high school was so shut in by surrounding buildings that it was rendered "dark and cheerless." [12] The program of studies in the high school for boys included reading, spelling, grammar, geography, arithmetic, algebra, geometry, history, philosophy, chemistry, astronomy, bookkeeping, composition, the Latin, Greek and French languages, etc. The program of studies in the high school for girls included reading, writing, spelling, grammar, geography, arithmetic, algebra, geometry, history, natural and intellectual philosophy, and the French language.[13]

Statistics for the year ending March, 1853, show the enrollment to have been 74 boys and 159 girls. The number over 16 years of age was 10 boys and 32 girls.[14] The amount spent for teachers' salaries in the two schools was $2081.25.[15]

In the autumn of 1854 there was an entire change in the faculty of the boys' high school. Miss Curtis resigned in June because of ill health and Mr. Kimball resigned in September but the cause was not recorded. There must have been some difficulty as "considerable effort was made by his friends to have him restored but without success." A. M. Payson took charge in October and the Committee reported that he had been "successful in restoring discipline." In the meantime the city council had inspected

[12] *City Accounts and Reports,* 1853, p. 47 f.
[13] *Ibid.,* p. 62.
[14] *Ibid.,* p. 60 f.
[15] *Ibid.,* p. 62.

the high school rooms and observed the need for a new building [16] which was constructed during the following year and occupied in 1856. The cost of the building and lot was about $21,000.[17]

The report of the High School Committee in 1860 reveals the fact that the high schools were maintaining their usual high standard of excellence. A. M. Payson and Phineas Nichols were the principals with Lewis E. Smith as assistant in the boys' high school and Miss A. C. Morgan assistant in the girls' high school, the second assistant Miss Sarah Knowlton having resigned. The Committee complained that the frequent change of assistants had a bad effect upon the progress of the schools.[18] The enrollment for the year ending March 31, 1860 was 114 boys and 117 girls with an average attendance of 94 boys and 90 girls. The number over 16 years of age was 27 boys and 24 girls. This shows an increase of boys and a decrease of girls as compared with the report of 1853. The total salaries of the high school teachers was $2936.90, an increase of over $900 since 1853, a large part of which was probably due to the increased salary of a male assistant.[19]

The program of studies in the boys' high school had been changed by the addition of constitution of the United States, trigonometry, surveying, logic, physiology, and declamation.[20] The Committee also suggested that apparatus was necessary in this school "in order that the

[16] *Ibid.*, 1854, p. 47 f.
[17] *Report of County Commissioner of Rockingham County.* (Tenth Annual Report on Common Schools, 1855-6, p. 7.)
[18] *Annual Reports of Superintending School Committees,* 1860, p. 3 f.
[19] *Ibid.*, p. 23 f.
[20] *Ibid.*, p. 24 f.

pupils may become practically acquainted with navigation and surveying." [21] A more significant change had occurred in the program of studies of the girls' high school. In addition to the subjects offered in 1853 Trigonometry, Latin and physiology were included.[22] This change shows that the girls' school was ready to perform the function of college preparation for girls as the boys' school had been doing for many years. On the other hand writing was being taught in the boys' high school, although not a regular subject, because of its importance to a "young man just entering upon actual life." It is evident from observations of the Committee that the function of the boys' high school was becoming more that of preparation for business life. Very few boys completed the regular course which included subjects that were not considered useful except as a preparation for college. This situation seems to have troubled the minds of the Committee and they decided "in order to induce pupils to remain a proper time, we propose issuing diplomas to all who finish a prescribed course: It is our intention to extend the same system to the Young Ladies' School, to many of whom this certificate might be useful in procuring situations as teachers." [23]

It is evident from this sketch of the high school development in Portsmouth that by 1860 the general character and policy with regard to the public high school was established. Nothing of importance occurred during the following five years to demand attention here.

Portsmouth reflects to some extent the general Massa-

[21] *Ibid.*, p. 4 f.
[22] *Ibid.*, p. 24.
[23] *Ibid.*, p. 4.

chusetts influence. The continuance of the girls' high school throughout the period followed the Boston experiment of 1826. At no time did the other towns of New Hampshire follow the Portsmouth plan of separate high schools for boys and girls.

II. MAINE, THE ADAPTATION OF THE MASSACHUSETTS MODEL (WITHOUT COMPULSORY FEATURES)

1. Portland

Maine became an independent state in 1820. Up to this time Massachusetts had exercised jurisdiction over the territory and as a consequence the general policy in broad social matters was very similar to that which obtained in Massachusetts. It does not seem unusual, therefore, that the state of Maine began very early the development of the new type of secondary school.

Brown credits Portland with a high school in 1821.[24] The only justification for such statement is that Portland did organize a secondary school in aim and function, but it coincided in every respect with the Latin grammar school. Elwell says that "about the year 1820, . . . there were in existence three grammar schools, known as the North, Center and South Schools. These were mixed schools, and the school authorities, feeling the necessity of a higher education for boys than they afforded, about the year 1821, organized a Latin school for boys to be composed of twenty scholars drawn from each of the grammar schools. This school was first kept in a building on Court (now Exchange) street, . . .

[24] Brown: *op. cit.*, p. 520.

The teacher was Master Joseph Libby. The school was afterwards removed to the Center school house, . . ." [25]

On June 22, 1822, the town "*Voted*, That the Town Treasurer be authorized to hire a sum of money not exceeding Fifteen hundred Dollars for the purchase of the lot of land in Spring Street, . . . for a school-lot, and building a new brick school-house on said lot, and moving the womans school-house and placing it on the same lot: and that he be authorized to purchase said lot in Spring Street for a School-lot, and take a deed of the same in behalf of the Town." On the same day the town "*Voted*, that the School-Committee be authorized to contract for and build a new School-lot (sic) when purchased, and also to remove the woman's school house in said street and place it on the same lot." [26] This vote indicates that a reorganization was provided for, and carried out within the years immediately following for we read in the *American Journal of Education*, in 1827 that "the rapid advance which has been made since the new arrangements have been introduced in the system of instruction, has fully justified the system and answered the best expectations of the Committee." [27]

Again we note the influence of the high school movement for the writer of the article to which we have just referred suggested that further improvements were necessary.

"The improvements now called for, are first, a high school for females, and second, a division of the grammar school into two departments; in one of which, classical studies alone should be taught; in the other, the higher employments. We

[25] Elwell: *Schools of Portland*, p. 21.
[26] *Portland Town Records* (MS.), Vol. II, p. 266.
[27] *American Journal of Education*, II, p. 701 (1827).

have need to train boys for the counting room and for trades, as well as for college, and by combining both objects in one school, we essentially embarrass both. With respect to a high school for females, no one we think, who knows the wants of the town in this particular and whose mind is on a level with the intelligence of the age, but will heartily coincide with the committee in the absolute necessity of extending further opportunities and facilities of improvement, to the most interesting portion of our population."

At this time there were two female schools of grammar grade. Each of these schools contained girls "16, 17, and even 18 years old." The desire for a higher training was very evident to the visiting committee whose annual report was the basis of the extracts just quoted.[28]

The recommendations suggested in the School Committee report of 1827 were carried out only in part. The Committee report for 1829 contains the following observation:

"It has been a leading object with the Committee, in addition to the oversight which they have extended to the schools already in operation, to carry into effect the improvements suggested by their predecessors, two years since; and which, the succeeding year, were authorized by the town, when, with a liberality, as honorable to their spirit, as it was judiciously directed, they placed at the disposal of the committee the means of raising the character of our system of school education, and of extending its benefits. The principal improvements specified at the time alluded to, were the establishment of two new Primary Schools, the division of the Grammar School into an English High School, and a Latin High School, and a new and more favorable arrangement in regard to the *Colored School.*" [29]

To provide for housing the new high school it was necessary to provide more classroom space. A new building

[28] *Ibid.*, p. 701 f.
[29] *Report of School Committee,* 1829, p. 1.

was erected to which Mr. Jackson's monitorial school was removed. The old building in Spring Street was repaired and fitted up for the English and Latin High Schools. Considerable difficulty was experienced in securing an instructor for the English High School, but it was finally opened on "the first day of January, 1829." The committee reported as follows:

"The instruction given is thorough and correct, and the manner of imparting it is well adapted to discipline the mind, and bring its various faculties into prompt and vigorous exercise. The Committee had determined on *sixty,* as the number with which to constitute the school, supposing that one teacher might faithfully instruct that number, as the nearly equal attainments of the greater portion of the lads would furnish uncommon facilities for a favorable classification. But of the number who offered themselves, *forty-six* only were found on examination to possess the requisite attainments; and of these *eight,* for different causes either did not join the school, or continued only a few days; so that the number in actual attendance has been only *thirty-eight.*" [30]

Mr. Libby, Master of the Latin School since 1821, resigned in 1828 and James Brooks was chosen his successor. When the division of the Latin School and the organization of the English High School occurred in January, 1829, "Mr. Brooks was retained as principal of the Latin School, and the Rev. Thomas Tenny was placed in charge of the English High School. . . . This arrangement of a double high school did not long continue, . . ." [31] The popularity of the English High School as compared with the Latin School is probably best indicated by the registration for the quarter begin-

[30] *Ibid.,* p. 1.
[31] Elwell: *op. cit.,* p. 21.

ning January 1, 1829; the number in the former being 38 and in the latter 21.[32] At the beginning of the second quarter there were admitted by examination "*twenty three* to the English High School, so that the second quarter will commence with the full number. Eight were also received to the Latin School." [33] The Committee report for 1829-30 gives this brief notice to the Latin School: "Agreeably to a vote of the town, the Latin School was suspended early in the year." [34]

Mr. Tenny had resigned in the meantime as principal of the English High School. After considerable difficulty James M. Purinton was secured as principal in January, 1830. Because of the unavoidable delays and enforced vacations, the school "had fallen into a low and somewhat disorderly state." [35] The Committee reported "60 now in attendance" in its annual report for 1830.[36] They called attention to the need for a high school for girls, commenting on the new attitude toward female education. We read: "we deem it our duty to remind the town that the establishment of such a school [Girls' High School] formed a constituent part of the system for improvement, presented by the committee of 1826." [37] Nothing resulted from the recommendation and no satisfactory explanation is found in the Town Records or School Committee Reports for the failure to provide the much needed school. It is possible that the original recommendation of 1826 failed to receive recognition because of the unfavorable

[32] *Report of School Committee,* 1829, p. 4.
[33] *Ibid.,* p. 4 f.
[34] *Ibid.,* 1830, p. 1.
[35] *Ibid.,* p. 1.
[36] *Ibid.,* p. 3.
[37] *Ibid.,* p. 3.

action concerning the Girls' High School in Boston in 1828.

In town meeting April 4, 1831 the recommendation of the School Committee relative to "the establishment of the Latin & Greek school, provided it can be done at an expence of 300$ per annum . . . was read, and after some discussion it was *Voted* to postpone the subject of this article indefinitely." The same action was taken concerning a nautical school.[38]

The high school soon became well established. Its success under Mr. Purinton was freely acknowledged by the School Committee. The grade of work pursued is indicated by the "studies . . . attended to . . . i.e., Reading, Writing, English Grammar, Geography, Natural Philosophy, Astronomy, and the higher branches of the Mathematics." [39] Provision had been made originally for sixty pupils but the numbers admitted rapidly passed beyond that mark. In 1831 seventy-five were registered and sixty-five were present at the annual examinations.[40] The committee observed, "that the room in which this school is kept, is quite too small for the present number of scholars; and the benches are every way unsuitable. We would recommend to take down the partition between this and the Latin School Room and finish the whole for the High School, with a seat and a desk for each scholar." [41] This recommendation was carried out in detail the following year and the Committee declared "This School Room is the best in town, probably the best in the State and can

[38] *Town Records* (MS.), Vol. III, p. 134.
[39] *Report of School Committee,* 1831, p. 3.
[40] *Ibid.,* p. 2.
[41] *Ibid.,* p. 3.

accommodate seventy four boys." [42] In 1832 or 1833 Mr. Libby, formerly master of the Latin School, succeeded Mr. Purinton. The Committee in its report for that year made a very significant observation which seems thoroughly characteristic of the early New England high school development. "The English high school continues to maintain its standing, under the direction of Mr. Libby; though the pupils may not be so far advanced in their studies as those of former years were. This arises from their being taken from school at an early age, to serve as apprentices to mechanics and merchants, and in consequence of the increased activity of business." [43] The statistics of attendance seem to justify this observation for the number present at the annual examination in 1833 was 54 as compared with 69 present the previous year. A further indication of the influence of the general economic and social factors is seen in comparing the statistics of the monitorial [grammar] schools. The following table [44] shows at a glance the actual situation:

PRESENT AT ANNUAL EXAMINATIONS

			1832	1833	*Percent decrease*
Mr. Jackson's Monitorial (grammar) school		(boys)	195	172	11.8
Mr. Whitmore's	ditto	(boys)	137	117	14.6
Miss Hale's	ditto	(girls)	108	84	22.2
Miss Bradbury's / Miss Childs'	ditto	(girls)	133	117	12
English High			69	54	21.7

[42] *Ibid.*, 1832, p. 3 f.
[43] *Ibid.*, 1833, p. 4.
[44] Compiled from *Reports of School Committee*, 1832, p. 7, and 1833, p. 6.

The report of the census taken by the School Committee in 1835 is rather significant as showing the status of public education:

"Whole number between 4 and 21 years of age..4976
" " attending public schools.....1702
" " " private " .....1498" [45]

Thirty per cent of the school population were in private schools and thirty-five per cent attended public schools. The remaining thirty-five per cent were probably in industry. The large number of private school pupils is accounted for, no doubt, by the fact that the high school failed to provide for college entrance preparation and also that secondary education was not provided for girls. This condition of affairs was not to exist much longer. Two years later, in the high school, "besides the high English studies, there are classes in Latin and Greek—by which means, lads may now be fitted for College in our Public Schools; an accomplishment which was long a desideratum in this city, and which we think reflects much credit on our free school system." [46] The following year provision was made for instruction in high school subjects for the girls in the monitorial schools. The degree to which this provision was carried into effect may be judged from the subjects pursued in the high school and in the two girls' grammar schools (monitorial schools)[47] as indicated on the following page.

In reference to advancing the grammar schools for girls "to the grade of High Schools, we [the School Committee] would here observe that we have recently intro-

[45] *Report of School Committee,* 1834-5, p. 7.
[46] *Ibid.,* 1836-37, p. 2.
[47] The name "Monitorial" was dropped and "grammar" substituted for the schools of the second grade.

duced the study of Algebra and Book Keeping into the most advanced classes—and we think, as the city enjoys no High School for Girls, as it does one for Boys, it ought always to be an object of solicitude with future Committees to introduce, as opportunity offers, higher and yet higher studies into the Female Grammar Schools, that they may ultimately be High Schools of a superior grade." [48] In 1841 we are informed that "the Female Grammar Schools are in a most desirable condition. . . . Besides the ordinary branches of a school education, which are here thoroughly taught, and some attention to Belles Lettres, the study of Natural Science, in several of its departments and likewise Mathematics, is successfully prosecuted." [49]

	English High School	Grammar Schools (Girls)
Largest number enrolled for last six months	71	262
Reading } Spelling }	82	300
Writing	82	300
Arithmetic	50	265
Geography	24	120
English Grammar	60	175
Natural Philosophy	13	69
Composition	0	35
Book-keeping	10	45
Algebra	32	35
Geometry	13	0
Surveying	7	0
Latin	22	0
Greek	1	0
History	0	67
Chemistry	0	6 [50]

[48] *Report of the School Committee,* 1837-38, p. 6 f.
[49] *Ibid.,* 1840-41, p. 3.
[50] *Ibid.,* 1837-38, p. 2.

"A new school is greatly needed for the more advanced girls in the Female Grammar Schools, in which an additional number of the higher branches shall be taught, including various languages, and a thorough course in Intellectual Philosophy. From these schools a selection might be made—and still leave them sufficiently full—for a High School, in which there should not be one inferior scholar; and by putting the candidates for its privileges on their good moral character, as well as proficiency in their studies, a Female Institute would arise to bless our city, which might challenge precedence with any other in our land. . . . ." [51]

It is significant to note the reasons for this recommendation of the Committee. The Portland School Committees seem at all times to have been very responsive to popular demands. In turn these popular demands were the direct results, in most instances, of fundamental economic and social forces. With reference to the need of a girls' high school the Committee observed:

" . . . The increase of numbers in our Grammar Schools, which has strengthened this necessity for an additional provision, may be traced to other causes, than the natural increase of population. One of these is, worldly reverses and the depression of property, which have compelled some parents to take their children from private schools; and send them to the free schools; and another is, the excellent character of these schools, which has induced others to prefer them to private schools, independently of all considerations of economy." [52]

The justification for the Committee's opinion concerning the increasing demand for public education is shown by the great increase in public school pupils for the school year 1841-42. The whole number in attendance for the year was 2583.[53] The Committee again "remind their

[51] *Ibid.*, 1840-41, p. 7.
[52] *Ibid.*, p. 7 f.
[53] *Ibid.*, 1841-42, p. 4.

fellow-citizens of the desirableness of a *High School for Girls*, where the daughters of our most indigent families may enjoy advantages for making literary and scientific acquisitions, equal to those possessed by the daughters of the most opulent citizens." [54] The following year salaries were reduced for the sake of economy.[55] The desire for economy no doubt changed the attitude of the Committee respecting a girls' high school. In the annual report the Committee referred to the regret expressed by former Committees that such a school had not been established. It was observed that "this source of regret has been gradually diminished as the Female Grammar Schools have advanced in character—until the proposed school has become far less an object of desire." According to the Committee these schools provided instruction in nearly all the branches of female high schools and those in which they were deficient might gradually be introduced.[56] The following year geometry was introduced into the female grammar schools, "in the hope that an interest might be awakened, not before felt in this important study." In this connection we note an instance of foreign influence upon the educational development in Portland. "The committee have authorized the use of an Introduction to Geometry and the Science of Form,—prepared from the most approved Prussian Text Books." [57]

In the meanwhile the English High School continued to prosper under the instruction of Master Libby. As early as 1838 the Committee suggested the necessity of

[54] *Ibid.*, p. 6.
[55] *Ibid.*, 1842-43, p. 5.
[56] *Ibid.*, 1842-43, p. 4.
[57] *Ibid.*, 1843-44, p. 4.

appointing an assistant.[58] Music was added to the subjects taught in 1839, and an instructor of music provided for all the grammar schools of the city and the high school, two hours a week being devoted to each school. In this connection we note the earliest indication of the so-called German influence, the Committee referring to the practice of teaching music in all the "common District schools of Germany."[59] The enrollment of the high school continued to grow from year to year. With this growth problems of discipline arose which resulted in an outbreak on at least one occasion.[60] In 1845 the lot occupied by the high school was sold and the school house in Spring street was fitted up for the high school.[61] George Payson was appointed assistant instructor for six months of the next year. The enrollment rose to 120 as a result of the increased facilities.[62]

By 1845 the public school system of Portland had become comparatively well organized from the primary schools through the high school. The School Committee for that year gave a brief summary showing the condition of education in general. There were 33 teachers, 7 males and 26 females. "The whole number of legal scholars is 6011 . . . 2708 have the last year been in our public schools. Of the remaining 3303, one portion have been in the numerous private schools in the city. Another valuable portion have been active in labors, mental and manual for their own welfare, and for the good of the community. But there is another portion of our legal

[58] *Ibid.*, 1837-38, p. 7.
[59] *Ibid.*, 1839-40, p. 5.
[60] *Ibid.*, 1842-43, p. 4.
[61] *Ibid.*, 1844-45, p. 1 f.
[62] *Ibid.*, p. 8.

scholars of whom so good an account can not be given. They are not in schools. They are not in our work-shops, or stores, or in any other place of regular labor. Their services are apportioned out to three masters—*Idleness*, *Play*, and *Mischief*." [63] The total expenditures for schools for the year 1845-46 amounted to almost $10,000, of which $7685.82 was paid in salaries: [64] an indication of the rapid development of education in Portland.

French was added to the studies of the high school and the grammar schools for girls in 1847. Two hundred fifty dollars for six months was voted for this purpose. The instructor taught two hours a week in each of the three schools. The experiment was entirely successful.[65] The Committee laid special stress upon the high character of the examinations in the high school.[66] Attention was again called to the fact that the grammar schools for girls were "not permitted to indulge in any aspiration for higher opportunities of cultivation, at the public charge. . . . The two grammar schools for girls, however, do not accomplish everything that could be expected of them under existing arrangements. The large numbers of pupils of all ages and stages of attainment render it almost impossible with the limited teaching force to provide the higher instruction in these schools that the community demands. As a result only those with means to attend private schools receive the higher training." [67] The next year the Committee reviewed the progress in education in Portland for the past half century and

[63] *Ibid.*, p. 27.
[64] *Ibid.*, 1845-46, p. 8.
[65] *Ibid.*, 1847-48, p. 3 f.
[66] *Ibid.*, p. 9 f.
[67] *Ibid.*, p. 6.

pointed out the failure, in the face of constant demand, to provide a high school for girls.[68]

This appeal of the Committee in 1849 was so strong and based on such sound argument that action was taken the following year, and the girls' high school opened September 10, 1850, in the Ward Room on Brackett Street. One hundred pupils were admitted and tried out. Those not prepared were sent back from time to time, to the grammar schools. About fifty remained for the March examination. Moses Woolson was selected as principal and Miss Harriet H. Robinson was made assistant.[69] The results of the first year seem to have been entirely satisfactory.

"The High School for Girls, established last year, was an experiment of entire novelty in this community, although such institutions are familiarly known and warmly cherished in most of the larger towns and cities of New England. . . . It [the course of instruction] comprises the solid and substantial branches of a thorough and useful English education, including some studies of a superior grade, which cannot conveniently or economically be taught in the schools of lower rank." [70]

The establishment of the High School for Girls was but part of the program of reorganization carried out by the School Committee at that time. The significance of the two high schools and their relative standing is indicated by the curricula prescribed in the new regulations.[71] Although the regulations provided that Latin and Greek might be offered in the Girls' High School, Greek was never offered. Latin was required of all girls

[68] *Ibid.*, 1848-49, p. 7.
[69] Rowland: *Story of the Girls' High School,* p. 3 f.
[70] *Report of School Committee,* 1850-51, p. 6.
[71] *Regulations of School Committee, adopted* July 22, 1850, p. 6 f.

and only in exceptional cases was anyone permitted to register without taking Latin.[72] Greek in addition to the Latin was offered in the Boys' High School, and bookkeeping and declamation were restricted to the boys.[73] The remaining subjects were common to both schools.

On January 6, 1851 the Girls' High School was removed to the new building on Chestnut street, erected at a cost of $13,000. This building, considered the best in the state, had seats for 92 students.[74] Because of the rapidly increasing enrollment, in March, 1855 the committee decided to admit only those fourteen years of age and over.[75] "The school continued so crowded and the applicants so many, that in the spring of 1858 the second floor of the building, used before this for a grammar school was given up for the new Willis school, which took the work of the upper class in the Grammar and the lower class in the High School, sending the girls into the latter with one year of Latin preparation. After this no more Latin classes were started in the High School and the first winnowing was done in the Willis school."[76] However, the Girls' High School was "emphatically a Latin school. Every girl studied Latin through the whole four years or more of her stay . . . an 'English course' . . . was not provided for. From 1854 through 1863, no girl graduated who had not studied Latin for at least four years, except that perhaps a few of the first class may have had it but three."[77]

[72] Rowland, *op. cit.*, p. 17 f.
[73] *Regulations of School Committee,* 1850, p. 9.
[74] Rowland, *op. cit.*, p. 6.
[75] *Ibid.*, p. 14.
[76] *Ibid.*, p. 16.
[77] *Ibid.*, p. 17.

When the reorganization took place in 1850, the English High School became known as the Portland High School for Boys. The term commencing September, 1850 was opened with Mr. Pomeroy as principal.[78] The published semi-annual report showed that during this term the reorganization had been completed and that Moses Lyford became principal and P. S. Perley assistant.[79] The organization of the Girls' High School had followed along the same plan. So, after a quarter of a century of almost uninterrupted agitation the recommendations of the Committee of 1826 had been accomplished.

The next step in high school development that required a change of educational policy was the union of the two high schools. Little need be said concerning the development in other respects except that both schools grew with the normal growth of the city. In 1856 the School Committee reported:

" . . . The High School for boys is in a building, which cannot afford sufficient or convenient recitation rooms. Nor is it adapted for a school of so high grade, and of so varied and advanced branches of instruction. The High School for girls, in its present location, cannot be sufficiently enlarged to meet the wishes of the citizens.

"The committee respectfully urge upon the City Council and the School committee, of the coming year, a plan which has before been suggested. Let the next new school house be built expressly for these high schools. Let the chief room be large enough to seat, in each, at least one hundred and fifty scholars. Let the recitation rooms be very large and well furnished. By classing the boys and girls together in some recitations, the number of lectures may be lessened, or instruction may be given in a greater variety of branches. A

[78] Pomeroy: *Class Book 1850* (MS.), (1850-51).
[79] *Semi-annual Report of Portland High School for Boys*—March 7th, 1851.

mutual good influence upon both boys and girls may be the result. The Superintendent of Public Schools in Boston, in his last annual report, argues forcibly and at length, against the separation of the sexes in the schools. In Portland, this feature is quite sufficiently distinct. No sound objection can be urged against so little change, as is here proposed. . . ." [80]

The union of the high schools recommended in 1856 was effected in 1863. The famous institution for which Moses Woolson had given some of the best years of his life—the Portland High School for Girls—after a brilliant career of thirteen years, passed into history and the young educator, saddened, perhaps, by the natural results of his progressive spirit, went west to give other years of his life to Woodward High School in Cincinnati. The time was ripe for the reorganization of 1863. In spite of the fact that the nation was in the midst of a great civil war Portland High School began with a large enrollment.

The high school development in Portland before 1865 is a remarkable example of experimentation and standardization extending over a period of forty years. Almost every type of secondary school practice tried out in New England had its trial in Portland with the result that the standard accepted in 1863 became in its essential features the Portland High School of the twentieth century. Not only did Portland study the Massachusetts experiments and adapt the essential features of the early Massachusetts high school to its own local conditions but its success stimulated, and its experience became a guide to the other towns of Maine that attempted the organization of high schools before 1865.

[80] *Report of School Committee,* 1856, p. 4 f.

2. Bangor

In 1835 the City Council of Bangor voted to establish a free high school for boys.[81] This high school was supported by the city and admitted pupils from any district of the city, upon examination.[82] The demand for a high school for girls which had been so insistent yet unsuccessful in Portland received earlier recognition in Bangor. In 1838 a high school for girls was established with seventy scholars. The official returns for that year state that there were two public high schools in the city, one for boys and one for girls. There is a further statement that there were no private high schools and but few private elementary schools. In the same year the school authorities reported that an apprentice school had been kept during twelve or fourteen weeks during the winter for several years.[83] This school evidently provided instruction for those children of high school age who were engaged in industry. In 1848 it was reported that this school was attended by "about 100 boys, and young men, consisting, mostly, of apprentices, clerks, sailors, &c." [84] Frequent demands were made for such schools at that time.

The report of the school committee in 1855 shows that both high schools were well established.[85] Three years later the two high schools were united, "the board being convinced that those who are to live and work together in society may well associate in the foundation training

[81] Blanding: *City of Bangor,* p. 7 f.
[82] *Abstract of Common Schools,* 1837, note "b" to the table.
[83] *Ibid.,* 1840, p. 23, note.
[84] *Second Report of the Board of Education of the State of Maine,* 1848, p. 92 f.
[85] [Bangor]: *Annual Report,* March, 1855, p. 40 f.

for a true and noble manhood and womanhood." [86] This union antedated the union of the high schools in Portland by five years. The fact that Bangor began and ended its experiment with the girls' high school in advance of Portland seems to indicate that Bangor's development was not entirely due to Portland's influence. It is very probable that the necessity for the union of the two schools was due to the increased cost of providing for two high schools in a small city. The necessity of such economy in Portland with its larger population and wealth was not apparent until the stress of war conditions made it imperative.

Bulkport, Castine and Eastport are credited with high schools before 1840 but it is probable that they were temporary in character and do not deserve consideration at this time. A brief discussion of their claims is given elsewhere. However, they have been included on the outline map on page 127. Without doubt, permanent high school development in the smaller towns of Maine did not occur before 1840.

[86] Blanding: *op. cit.*, p. 73.

CHAPTER IV

STATUS OF THE HIGH SCHOOL IN NEW ENGLAND IN 1840

In presenting the development in those towns that established high schools before 1840, it was considered advisable to record the development throughout the period to 1865. This has been done for two reasons: (1) Any attempt to break off the study before that date would have destroyed in a measure the impression of the continuity of development in the towns considered. (2) In no instance was the process of experimentation complete until well toward the close of the period of this study.

The facts presented in the preceding chapters are sufficient to warrant the following conclusions:

The high school began in Boston as an extension of the facilities for an English education, beyond that offered by the English grammar schools. The aim of this school was to provide vocational training in a broad sense for the non-professional group.

The particular type of school (its aim, organization, curriculum and methods) was suggested by the private secondary school of that day—the academy. The methods of support and control were suggested by the provisions regarding the Latin grammar school.

Massachusetts set the standard of high school policy in its essential features before 1840. Boston and Worcester determined the main features of this policy.

Boston's contribution was the high school for boys and Worcester's contribution was the high school for girls. Boston's influence upon this type of school was largely negative and retarded the development in other towns.

The high schools of Boston and Worcester together with the Latin grammar school provided the basis for the law of 1827 which ultimately standardized the high school in Massachusetts and furnished the early models for all New England.

A few towns converted or merged the Latin grammar school into the public high school. Plymouth was probably the first town to adopt this policy in 1826 or 1827. Other towns followed this plan during the next decade. The usual practice was to add the higher English branches to the narrow offering of the old Latin grammar school existing by tradition or under the law of 1824. These schools became regular high schools with an English and a Classical department by 1840.

The aim of the English high school before 1840 was preparation for practical life activities. College preparation remained the function of the Latin grammar or high school. The first school that combined the aims of the Latin grammar school and the English high school was Lowell in 1831. This plan was proposed in 1826 by Plymouth, but it is uncertain whether it was carried out before 1831.

An important incentive to high school development throughout the period before the Civil War was the provision of facilities for higher instruction for girls. In this cause the Latin grammar school played a negative rôle. The academy and female seminary furnished the only examples of such practice. Worcester was probably

the first town to make permanent provision for such instruction.

The practice of providing separate high schools for boys and girls was prevalent before 1840, especially in the larger towns. This was due no doubt to the general notion that boys and girls were radically different in mental capacities. It was the result also of the influence of traditions handed down by the Latin grammar school, which were for boys only, because a college training was not open to girls.

Coeducation began in all probability in the Lowell High School. This policy was not generally accepted before 1840. Portsmouth probably developed the first permanent separate high schools for boys and girls.

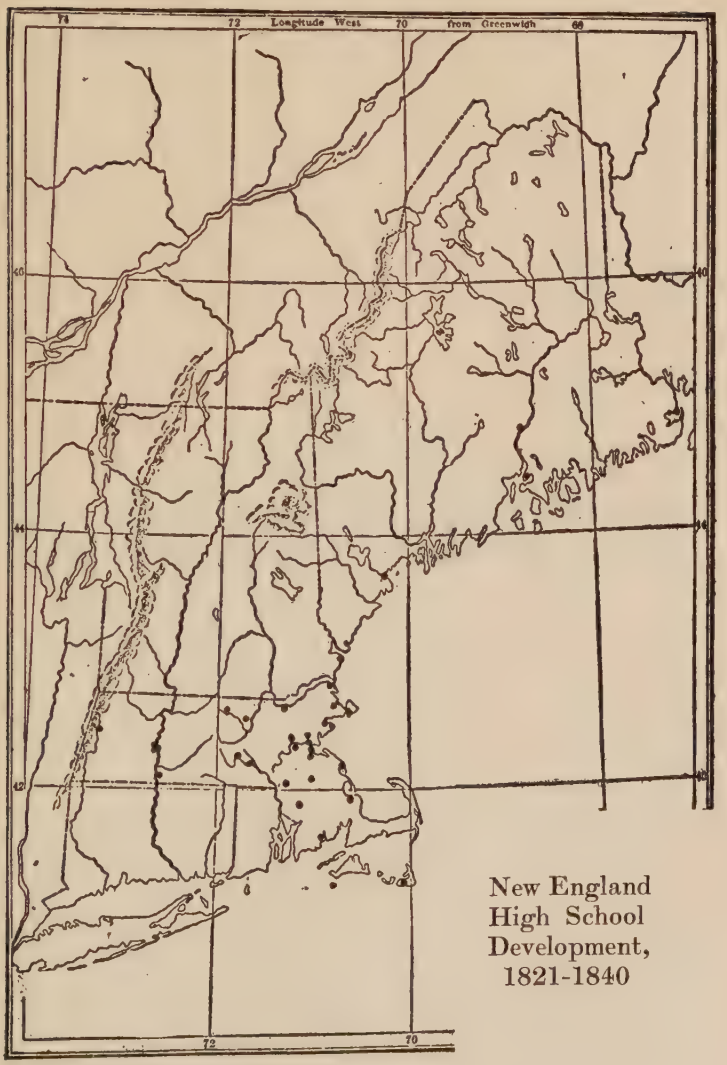
The character of the early high schools of Portland and Bangor was clearly the result of the influence of Boston and Worcester. Portland probably had the only Latin high school for girls, although established as late as 1850.

Without doubt the origin of the high school and its development in every case were profoundly influenced by the social and economic forces present in the particular community. An outstanding example of this influence was the Lowell High School.

There are few indications of foreign influence upon the high school development before 1840. Evidence of such influence was found only in Boston and Portland. In Boston the adoption of the name "high school" in 1824 was probably due to some outside suggestion, possibly the Edinburgh High School. The influence of Lancaster is seen in the adoption of the Lancasterian plan for the Girls' High School in 1826. In Portland, there is some

evidence of Prussian influence in the introduction of music in all the schools after the method in the common schools of Germany. In general the organization and procedure in the European secondary schools had no particular influence upon the secondary schools of New England before 1840. Judging from the material examined in this study, the American high school had its origin in New England during the period 1821 to 1840.

Twenty-six towns in Massachusetts, two in Maine (Portland and Bangor), and one in New Hampshire (Portsmouth) had established high schools before 1840. It is uncertain in a few cases as to the actual status of the high schools established but the facts indicate the general tendencies.



New England
High School
Development,
1821-1840

PART II

EXPANSION OF THE HIGH SCHOOL MOVEMENT, 1840-1865

CHAPTER V

MASSACHUSETTS, THE INFLUENCE OF A COMPULSORY HIGH SCHOOL POLICY

I. THE REACTION, 1840-1848

No high schools were established during the year 1840 and but few throughout the period up to 1849. This failure to comply with the high school law was due in great measure to the laxness engendered by the law of March, 1840, which provided that towns required by law to maintain a high school "shall be released from their obligation by raising and expending annually for the support of town or district schools, twenty-five per cent. more than the greatest sum ever raised by assessment by said town, for this object, before the passage of this act. . . ." [1] In 1848 the law of 1840 was repealed and the provisions of the law of 1827 and the Revised Statutes of 1835 were revived. During the period of 1840 to 1848 inclusive, nine high schools approximating the standards required were established, an average of one a year, and of this number only two were required by law. It is evident that a large proportion of the twenty-nine towns delinquent in 1837 were still delinquent and the list was growing with the natural growth of population and the rapid relative growth of the cities during this decade.

This period of comparative inactivity was due, not only

[1] *Laws of the Commonwealth,* 1840. Chapter 76.

to the change in the legal requirements but represented a perfectly natural reaction to the activity of the thirties. This condition was not confined to education alone but the whole social and economic life suffered from the abnormal prosperity before 1837. This condition soon passed and, with the return of prosperity after 1848, the period of expansion began.

The following table presents the high schools established during the period in which the penalty of the law of 1827 was in abeyance—1840 to 1848.

TABLE VI [2]

HIGH SCHOOLS ESTABLISHED IN MASSACHUSETTS, 1840-1848

City or Town	*High School Established*	*High School Required by Law*	
		Lower	*Higher*
Brighton	1841	1855	....
Cohasset	1841	....	....
Haverhill	1841 (1855)	1827	1837
Chicopee Centre	1842 (?)	....	....
Brookline	1843	1855	....
South Reading	1845	1855	....
Chelsea	1845 or 1846	1850	....
Stoneham	1846 (1853) (1864)	1855	....
Chicopee Falls	1846 (?)	....	....
Charlestown	1848	1827	....
Manchester	1848	....	....

II. THE PERIOD OF RAPID EXPANSION, 1849-1865

When the penalty was restored in the act of 1848 there began immediately a great increase in the establishment of high schools throughout the state. Table VIII, on page 146, includes all those towns which established high

[2] See footnote to Table V for sources, page 94.

schools during the period 1849 to 1865 so far as evidence is obtainable. This enormous increase was not caused merely by a more effective application of the law than formerly, but reflected a social and economic condition which began in the forties and became increasingly more prominent during the following decade. We refer here to the growth of the urban area in Massachusetts. The chart on page 143 shows at a glance this very significant development. Coupled with the growth in number of cities coming within the high school law was the growing antagonism to the district system, especially in the sections of the state in which the urban growth was most rapid. Moreover the success of high schools in those towns and cities that had established them earlier made the problem of establishment easier in the smaller places.

It is not possible in this discussion to go into detail regarding the development of each of the large number of high schools established during this period. A few, however, deserve notice as illustrating general types and variations from the regular procedure. The district system was an obstacle to the establishment of high schools from the beginning. This was particularly true in western Massachusetts of which Pittsfield is a good example.

Pittsfield was delinquent in 1830, with a population of 3561 which required the support of a lower grade high school. The amount raised for schools at that time and up to 1837 was $1600 a year, devoted entirely to district schools. "The evils of the Massachusetts district system were at the bottom of the slow progress in Pittsfield. Local district interests and jealousies prevented co-

operation in town educational matters." In 1840 a committee of fourteen reported that the town ought to appropriate $2900 to be divided pro rata among the districts; $300 to be distributed among them at the discretion of the superintending school committee, and $600 for the support of the town school. Nothing resulted from this report but in 1844 the town voted $1800 for district schools and $800 for a grammar school for both sexes. The vote was reconsidered at an adjourned meeting and it was decided to divide among the districts $1700 besides the money derived from the state and town funds.

This action of the town aroused certain of the leading citizens to action and a new meeting was called by petition "to see whether the town will raise money for the support of such a school as it is bound to keep by the fifth section of the 23rd Chapter of the revised statutes." The population of Pittsfield was 4060, in 1840, which required the maintenance of a higher grade high school. At the special meeting the town voted to establish such a school, and resolved that it would require $1000 yearly to support it, but, in order to give time to select a teacher, it was decided not to open it until November. Five hundred dollars was voted for the half year commencing at that date. In 1845, the town, in addition to its vote for district schools, provided $1000 for the grammar school. Notwithstanding this vote, no grammar school was established because the executive power of the town was opposed to the action.

In 1846 the appropriation for schools was $2500 besides the proceeds of the state and town funds, and the town voted that this sum "was twenty-five per cent more than it had ever raised in one year prior to 1840, and

that it was raised agreeably to the statute of 1840," which relieved the town of supporting a high school. The appropriations for the three years following were increased from $2700 in 1847 to $3700 in 1849 and the money divided among the districts. During the decade of the forties Pittsfield had developed rapidly both in population and wealth. In 1850 the population had grown to 5872 but the property valuation had grown from $643,944 in 1837 to $2,660,745. There could be no excuse because of poverty for failure to maintain a high school as required by the law and under the penalty as reënacted in 1848.

The procrastination of the town in the past was too well-known for it to escape the penalty for failure to maintain a high school as required. At the April meeting in 1849 the town appointed a committee to build a grammar school house on the town's land in the old burial ground, and to sell so much of the burial ground north of School street as would defray the cost. In September the committee reported that they could not make the necessary sale. The town refused to sell any more of the burial ground but directed the committee to build at an expense not to exceed $3000. Nothing further was done that year probably because of the lateness of the season.

Public feeling was now aroused and Hon. E. A. Newton, of the State Board of Education, who had previously opposed the establishment of a high school, favoring liberal appropriations to the districts, now favored the fulfillment of the town's legal obligation to establish a high school. At the April meeting of 1850 the town appointed a new committee to build the school house at a cost not to exceed $3000 and to have it ready for occu-

pancy by November 1. The selectmen were directed to set apart a suitable lot in the old burial ground and a committee of three was appointed to select teachers, prescribe qualifications for admission of pupils and exercise general supervision over the school. Six hundred dollars were appropriated for the support of the school for the half year beginning November 1. At the next town meeting in April, 1850, $1000 were appropriated for the ensuing year, but this amount was increased to $1400.

The school opened in November 1850 in the "neat and commodious school house of one story" erected and furnished at a cost of $3200. The school was organized under the charge of Jonathan Tenny, A. M., "one of the most competent and accomplished teachers in New England," and was a success from the beginning. "Since that time the conduct of the High school has been such as to place it among the most cherished town institutions." There are no records of the enrollment or curricula for the period 1850 to 1865 but the increase in appropriations is an index of the growth of the school. The annual appropriations for 1852 to 1859 were $1500; for 1860, $1700 and for 1865, $1950. The school-building was remodelled in 1867 by the addition of a second story to provide for the increased number of students.[3]

Pittsfield represents the most extreme reaction of the democratic forces against the old aristocratic secondary school of New England and it required two generations to arouse the people of the town to coöperative action in the provision of education for leadership in all community

[3] This sketch is based chiefly upon Smith, J. E. A.: *The Public School System of the town of Pittsfield*—1761 to 1880; and Smith, J. E. A.: *History of Pittsfield*—1800 to 1876, p. 668 f. (Both accounts are based upon original records.)

activities,—leadership such as the high school proposed to supply.

A common practice in the towns in which the population was widely dispersed was to establish a high school in the center district as a school for the town. Abington established such a school about 1849 but after a trial of a year or two it proved a failure. The pupils from the remote sections would not attend. It was then kept alternately in different sections of the town until the plan was adopted of having four high schools in different parts of the town in connection with the four grammar schools. This plan proved very satisfactory and in 1865 the high schools were known as Center High and Grammar School, North Abington High School, East High and Grammar School and South High and Grammar School. Two of these schools had a principal and an assistant each, the other two were each provided with a principal only.[4] A moving school was established in Greenfield in 1853, and was kept one half the year in the village and one half in the north parish. In 1857 a high school building was erected in the village.[5]

In towns in which academies had previously existed it was a common practice, during this period, to utilize the buildings for high schools when the academies were discontinued. In Winchendon an unsuccessful attempt was made in 1851 to establish a high school. Two years later the building which had been used by Winchendon Academy since 1843 was granted to the town by the will of Mr. Murdock on condition that it be used for educational purposes. The grant was accepted and a high school immedi-

[4] Hobart: *History of the Town of Abington*, p. 36.
[5] Everts: *History of Connecticut Valley in Massachusetts*, II, p. 586.

ately established.[6] A slight variation in this practice was the merging of academies into high schools. An example of this procedure was that of the Deerfield Academy, chartered in 1797, and merged with the town high school in 1859.[7] Framingham is an outstanding example of this type.

The history of Framingham high school began with the organization of "The Proprietors of the Brick School House in Framingham" in 1792. The original plan of the founders was to establish a school which should meet the legal requirements of a "Grammar School," and to make it "a school of liberal arts and sciences." It appears, therefore, that the school from its beginning provided the instruction required in the law of 1789 and performed also the function of the later town high school required by the law of 1827. The school was incorporated as Framingham Academy, March 1, 1799 and endowed with a half-township of land. In 1802 the land was laid out in Washington County, Maine, and amounted to 1,520 acres. It was sold by the trustees the following year for $5000 which became an endowment fund, the interest of which was used for the support of the academy.

In 1798, a grant of $1000 was voted by the town toward the support of the Academy school, "provided it will exempt the town from having a Grammar School," the interest to be paid annually to the Trustees. The $60.00 interest was paid regularly till 1824, when it was ascertained that the appropriation was illegal and the grant was stopped. Other donations and bequests were received which were of great assistance in the expansion of the

[6] Marvin: *History of Worcester County,* II, p. 533.
[7] Everts: *op. cit.,* p. 615.

activities of the school. In 1827 the Trowbridge fund was received and applied to aid young men of Framingham in preparation for college. The bequest of Micah Stone, amounting to $3000 was received in 1840 and was to be applied to the reduction of the tuition of Framingham scholars to three dollars per quarter.

Framingham Academy was the oldest school of the kind in Middlesex county and became widely known throughout Massachusetts and elsewhere. The catalogue [8] published in 1840, shows students from Maine, Vermont, Maryland, Massachusetts and New York. Twenty Massachusetts towns besides Framingham were represented in the student body. The whole number of students enrolled during 1839-40 was 186. The school was divided into two departments, Classical and English. Sixty-three students were enrolled in the former and one hundred twenty-three in the latter. The faculty consisted of a principal and a male and a female assistant. The Board of Trustees consisted of nine men, three of whom were usually non-residents. The facilities were such as to provide a rather high standard of training. Philosophical and chemical apparatus was an important item of equipment. It is evident that Framingham was provided with excellent facilities for instruction in higher branches at an unusually low tuition rate due to the several funds applied to the reduction of tuition of resident pupils.

When the law was passed compelling towns of more than 4000 inhabitants to support a public high school it was decided that there was no need for an academy that

[8] *Catalogue of Framingham Academy,* 1840 (reprinted in Centennial of Framingham Academy, 1892, p. 42 f.).

would be compelled to compete with the public school of the same rank. Accordingly an act of the Legislature was secured "May 20, 1851, authorizing the trustees to convey all of the property of the Academy to the inhabitants of Framingham on condition that the inhabitants of Framingham should within one year from the passage of the act 'establish and maintain forever, upon the real estate so conveyed by the trustees' a High School, and should 'provide a master who shall be competent to instruct in any branches which shall be necessary in preparing students for admission into any college or university in New England.' Provision was also made in this act for the admission of pupils from other towns upon payment of such sums of tuition as shall to the school committee seem just and reasonable."

Although the act providing for the conversion of the Academy into a high school was passed in 1851, the property was not conveyed by the trustees to the town until May 19, 1852. A new high school building was erected in 1857 and the high school and grammar department were opened in the new building in the fall of that year.

In the early thirties the popularity of the few existing high schools caused the name to be used for private institutions controlled by a board known as a "High School Association." The whole organization was similar to that of the academy. Fitchburg had such an institution. In 1849 this town voted to establish a public high school and purchased the building erected by the High School Association in 1830. This building was used for high school purposes until 1869.[9]

[9] Marvin: *op. cit.*, I, p. 452.

There were also a few instances of public high schools supported by endowment, controlled by the town school authorities. An example of this was found in Bolton where the Houghton School was endowed with $12,000 in money and eighty rods of land to build a school house. The school was 'to be kept near the centre of said Bolton, in which such academical instruction shall be given as said town shall decide to be most useful.' The town accepted the legacy, and the school was opened in October, 1849, in the town hall." The school house which was constructed later was paid for in part by taxation.[10]

These examples did not represent the general practice, however, for in most cases the high school seems to have grown up through the addition of the higher branches to the ordinary grammar school, usually developing, first, the lower grade high school and then as the town passed from the class of five hundred families to the class of four thousand population the higher grade high school developed. According to the high school law, as enacted in 1827 and amended at various times up to 1857, the character of the high school must be determined by the curriculum provided. Inasmuch as each high school had a curriculum suiting its own local needs and in many cases not fulfilling the letter of the law it is obviously impossible to determine to what degree the law was actually obeyed. The only study of this matter that has been made in sufficient detail to warrant conclusions is that of Inglis. His conclusions, drawn from the study of a selected group of sixty-three towns, were that "even within the selected group and making all reasonable allowance for the incompleteness of the returns, the subjects

[10] Marvin: *op. cit.*, I, p. 306.

required by the law of 1857 in towns of four thousand inhabitants and over were not properly attended to in most schools up to 1861." [11] Although this study closes with 1861 it is safe to conclude that the situation as it existed in that year changed very little during the following four years, except possibly in the direction of less conformity to the law, due to the stress of the Civil War.

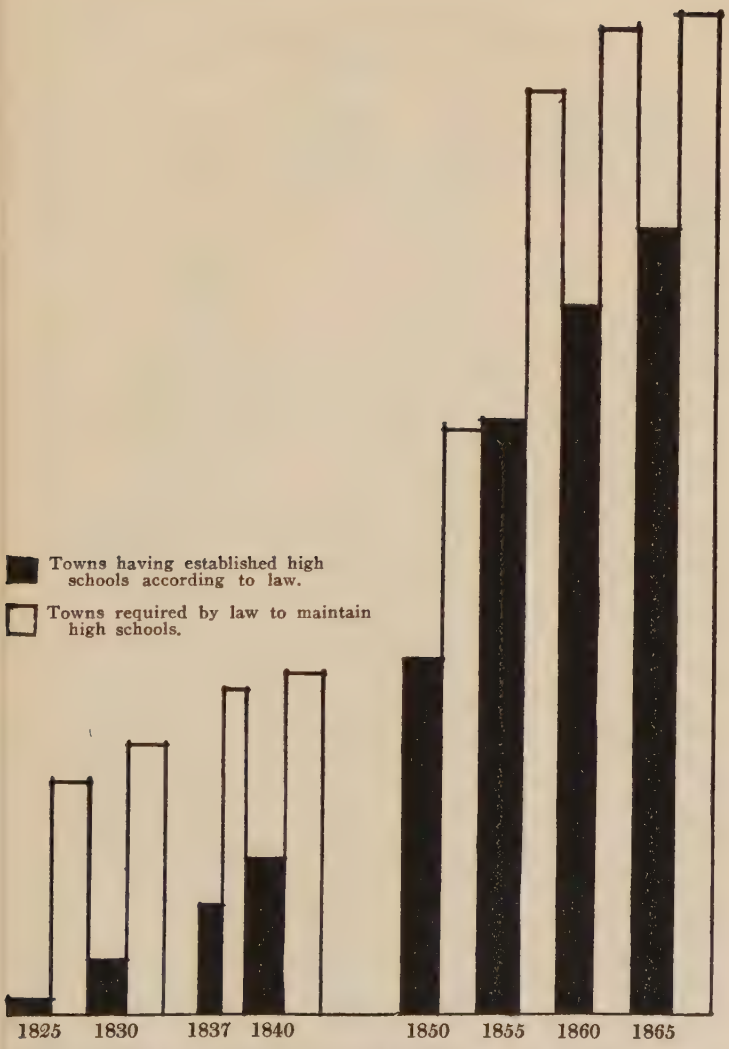
With the year 1861 the Secretary of the State Board of Education began publishing more detailed information concerning the high school situation in the state. Judging from the figures for 1865, a larger percentage of towns was attempting to meet the requirements of the high school law than ever before. There were also more towns of less than five hundred families reporting high schools established. Table VIII, page 146, shows the extent of the development during the period 1849 to 1865.

The development to 1848 had been slow but after that date it became more rapid each year. The degree to which the law was obeyed, allowing for inaccuracies of data and the impossibility of classifying the schools that existed, may be judged from the following diagram which is based upon the data presented in Tables V, VI, VIII.

The towns that maintained high schools in 1865, presumably in accordance with the law, as well as those having high schools not required by law, are listed in Table VII, page 144.

It will be observed, on comparing this list with the three lists of high schools established during the three periods into which the development was divided, that some high schools have disappeared from the list and others have appeared not accounted for in the earlier tables. This

[11] Inglis: *op. cit.*, p. 85.



Effectiveness of High School Legislation in Massachusetts

TABLE VII

CITIES AND TOWNS REPORTING HIGH SCHOOLS FOR THE YEAR 1864-65 [12]

1

Cities and towns having population of 4,000 or over and required to maintain a high school of higher grade:

Abington	Holyoke	Pittsfield
Adams	Hopkinton	Plymouth
Andover	Lawrence	Quincy
Beverly	Lee	Randolph
Boston	Lowell	Roxbury
Cambridge	Lynn	Salem
Charlestown	Malden	Sandwich
Chelsea	Marblehead	Somerville
Chicopee	Marlborough	South Danvers
Danvers	Medford	Springfield
Dedham	Milford	Taunton
Dorchester	Nantucket	Waltham
Fall River	Natick	Westfield
Fitchburg	New Bedford	West Roxbury
Framingham	Newburyport	Weymouth
Gloucester	Newton	Woburn
Grafton	Northampton	Worcester
Haverhill	North Bridgewater	

2

Towns having 500 families but less than 4,000 population and required to maintain a high school of lower grade:

Amesbury	Greenfield	Scituate
Amherst	Groton	Southbridge
Athol	Holliston	South Reading
Barre	Ipswich	Spencer
Braintree	Leicester	Stoneham
Brighton	Leominster	Templeton
Brookline	Melrose	Uxbridge
Chatham	Millbury	Ware
Clinton	North Brookfield	Watertown
Deerfield	Provincetown	Webster
Douglas	Reading	Westborough
Fairhaven	Rockport	Winchendon

[12] Compiled from *Twenty-ninth Annual Report of the Board of Education,* etc., p. 60 f.

3

Towns with less than 500 families, maintaining high schools although not required by law:

Bolton	Lexington	West Cambridge
Brimfield	Lincoln	Weston
Concord	Manchester	Williamsburg
Georgetown	Pepperell	Winchester
Hadley	Southborough	

SUMMARY OF THE STATUS OF THE HIGH SCHOOL IN MASSACHUSETTS IN 1865

Cities and towns with 4,000 or more population (United States census, 1860)	60
Number of such towns supporting high schools	53
Towns with 500 families and less than 4,000 population	68
Number of such towns supporting high schools	36
Towns with less than 500 families and supporting high schools	14
Total number of towns supporting high schools	103
Delinquent towns of both classes	39

is due chiefly to the inaccuracies of data from which the lists were compiled, and to the incomplete returns to the Secretary of the State Board of Education.

An added factor in the development after 1848 was the frequent modification of laws affecting high school organization. The law of May, 1850 [13] was designed to relieve towns of less than 8000 population from the support of a central high school by permitting them to establish a sort of moving town school or district high school. The evils of this law were counteracted somewhat by the permissive law of April, 1853 [14] which gave the

[13] *Acts and Resolves*, 1850, Chapter 274.
[14] *Ibid.*, 1853, Chapter 153.

school committee the power to discontinue the district system. The law of May 22, 1857 [15] repealed the Act of 1850, but the good effects of this law were lost by the law passed May 30, 1857,[16] by which the Law of 1853 was repealed. The result of all this legislation was to reestablish the legal requirements existing in 1848. In the revision of 1859,[17] the requirements were fixed for the rest of the period before 1865.

Aside from the provisions of the law of May 22, 1857 affecting the control and support of high schools there were adjustments in the subjects of instruction of fundamental importance. Algebra and history of the United States were transferred to the elementary schools, and physiology and hygiene were made permissive subjects in those schools. Natural philosophy, chemistry, botany, the civil policy of Massachusetts and of the United States, and Latin were added to the required subjects of the lower grade high schools. French, astronomy, geology, intellectual and moral science, and political economy were required in high schools of higher grade.[18]

TABLE VIII [19]

HIGH SCHOOLS ESTABLISHED IN MASSACHUSETTS, 1849-1865

City or Town	*High School Established*	*High School Required by Law*	
		Lower	*Higher*
Abington	1849	1837	1850
Bolton	1849	....	....

[15] *Ibid.*, 1857, Chapter 206.
[16] *Ibid.*, Chapter 254.
[17] *Revised General Statutes*, 1859, Chapter 38.
[18] *Acts and Resolves*, 1859, Chapter 206, sections 1-2.
[19] Compiled from data referred to in note 187, page 94.

TABLE VIII—*Continued*

City or Town	*High School Established*	*High School Required by Law* Lower	Higher
Bradford	1849 ?	....	....
Chicopee	1849	1850	1850
Fall River	1849	1830	1830
Fitchburg	1849	....	....
Lawrence	1849	1850	1850
Lynn	1849	1827	1827
Middleborough	1849	1827	1827
Provincetown	1849 (1860)	1850	....
Rockport	1849 (1857)	1850	....
Adams	1850	1837	1837
Blackstone	1850	1845 ?	....
Danvers	1850	1827	1830
Milford	1850	1850	1850
Pittsfield	1850	1830	1850
Ware	1850	1850	....
Winchester	1850	....	....
Amherst	1851 (1861)	1850	....
Clinton	1851	1850	1865
Concord	1851	....	....
Dedham	1851	1830	1840
Framingham	1851	1840	1850
Hopkinton	1851	1855	1860
Lee	1851	1850	1855
Marlborough	1851	1855	1855
Medway	1851	1855	....
Millbury	1851	1850	....
Palmer	1851 (Ceased 1856)	1850	1855
Barre	1852	1855	....
Bedford	1852	....	....
Dorchester	1852	1827	1830
Fairhaven	1852	1830	1850
Holyoke	1852	1850	1855
Lincoln	1852	....	....
Natick	1852	1855	1855
North Brookfield	1852 (1857)	1860	....
Quincy	1852	1830	1850

TABLE VIII—*Continued*

City or Town	*High School Established*	*High School Required by Law* Lower	Higher
Somerville	1852	1850	1855
Stowe	1852	....	....
Woburn	1852	1850	1855
Watertown	1853	1855	....
Westborough	1853	1855	....
Weymouth	1853	1837	1850
Edgartown	1854	....	....
Granby	1854 ?	....	....
Greenfield	1854	1855	....
Lexington	1854 (1860)	....	....
Southborough	1854 (1858)	....	....
Southbridge	1854	1855	1865
South Hadley	1854 (1857)	....	....
Wayland	1854	....	....
Weston	1854	....	....
Winchendon	1854	1855	....
Ashland	1855 (Ceased 1858)	....	....
Pawtucket	1855	1850	1855
South Danvers	1855	1855	1855
Uxbridge	1855	1855	....
Warren	1855	....	....
Webster	1855	1855	....
Westfield	1855	1837	1850
Georgetown	1856	....	....
Holliston	1856	1855	....
Leicester	1856	1855	....
Oxford	1856	1855	....
Reading	1856	1850	....
Spencer	1856	1855	....
Templeton	1856	1855	....
Athol	1857	1857	....
Malden	1857	1850	1855
Beverly	1858	1827	1827
Braintree	1858	1855	....
Chatham	1858	1855	....
Deerfield	1858	1855	....

TABLE VIII—*Continued*

City or Town	*High School Established*	*High School Required by Law*	
		Lower	*Higher*
Belchertown	1859	1855	....
Sherborn	1859	....	....
Upton	1859	....	....
Wellfleet	1859	1860	....
West Boylston	1859	1860	....
Amesbury	1860	1860	....
East Bridgewater	1862	1860	....
Dalton	1862	....	....
Brimfield	1863	....	....
Clinton	1864	1860	....
Hadley	1864	....	....
Pepperell	1864	....	....
Sunderland	1864	....	....
West Cambridge	1864	....	....
West Roxbury	1864	....	1860
Williamsburg	1864	....	....
Belmont	1865	....	....
Douglas	1865	1860	....
Easthampton	1865	....	....
Foxborough	1865	1860	....
Needham	1865	1860	....
Northbridge	1865	1860	....
North Bridgewater	1865	....	1860
Stoughton	1865	....	1860

CHAPTER VI

NEW HAMPSHIRE, THE DEVELOPMENT OF A PERMISSIVE HIGH SCHOOL POLICY

1. EARLY CENTERS OF DEVELOPMENT, 1840-1850

The high school development in New Hampshire after 1840 was influenced greatly by Portsmouth's experience as well as by that of Massachusetts towns. Except for the organization of separate schools for boys and girls, Portsmouth became the model and inspiration for Manchester, Concord, and other towns of the state. Three methods of organization were provided for by the several acts passed. The Portsmouth Act of 1826 and subsequent acts relating to Portsmouth provided for a town high school. The Act of 1845 provided for a union of two or more districts for the purpose of establishing and maintaining a high school. The Somersworth Act of 1848 provided for the establishment of a high school by a single school district. All of these laws were extended to any town, group of districts, or single district in the state so voting at a legal meeting of the inhabitants. All of this legislation was permissive and enacted as a result of local demand.

These laws and their supplementary acts became the basis of high school organization throughout the state, but the Somersworth Act with its modifications was adopted most frequently. Adoption of the Act of 1845

and the Concord Act of 1859 which applied the provisions of the Somersworth Act to union districts was a favorite means of overcoming local prejudice against central or union high schools.

1. Manchester

The development of Manchester during the first half of the nineteenth century as an industrial center was so great that by 1845 the need for a complete reorganization of schools was imperative. District No. 2 was the center of population and became the city school district. The salary schedule in that district in 1845 is significant as an index of the educational situation. Eighteen teachers—two men and sixteen women—were employed. The salaries of the men were $11.38 and $7 per week; and of the women $3.50 per week for one and $3.25 each, per week, for all the others. There were fourteen schools on February 21, 1846, two of which provided instruction in all the common branches except the history of New Hampshire and in addition had classes in natural philosophy, algebra, book-keeping, and composition. One of these schools was taught by a woman. One of the lower schools, taught by a man, gave instruction in composition also. The subjects offered in the lower schools were spelling, reading, writing, definitions, intellectual arithmetic, practical arithmetic, geography, history of New Hampshire, history of the United States, grammar, singing, and map-drawing. The lower schools seemed to be of different grades, some giving instruction in reading, spelling, writing, and singing only, and others adding a part or all of the remaining common branches.[1]

[1] *Report of Selectmen and Superintending School Committee,* 1845-46, p. 52.

It is evident that a real high school did not exist in Manchester up to February 21, 1846, judging from the facts just set forth.[2] What did exist at that time, in all probability, was two grammar schools with instruction in the higher branches mentioned. It is more than likely that one was for boys and the other for girls since one was taught by a man and the other by a woman. No doubt these two schools were considered high schools or departments of one high school by Bush, who credits Manchester with establishing a high school in 1845.[3] He evidently overlooked the official statement of the School Committee that "The Manchester High School was established by a vote of the District in March last [1846]." [4]

The "Regulations and Course of Study" adopted in October, 1846, outline in detail the organization established at that time which consisted of the following grades of schools:

"There are, at present, 14 Schools in District No. 2, viz.:

1 Infant School	1 Grammar School
6 Primary do.	1 High do." [5]
3 Middle do.	

The whole plan was worked out in detail including the textbooks. The curriculum of the grammar school and the textbooks to be used indicate high standards in that grade of work.[6] Judging from this and the requirements

[2] This is contrary to the statement of Bush, the chief authority on the history of education in New Hampshire.

[3] Bush: *op. cit.*, p. 133.

[4] *Regulations and Course of Study for the Schools in District No. 2, in the City of Manchester.* Adopted by the School Committee, October, 1846, p. 5.

[5] *Ibid.*, p. 3. There seems to be a discrepancy in this statement of the total number of schools. It is barely possible that the "6" of the second item is a misprint and it should be "8".

[6] *Ibid.*, p. 3.

for admission to the high school, the preparation demanded of all high school entrants was such as to guarantee a high standard of work in that school. The curriculum of the high school required three years for completion and was definitely graded, each year being divided into four terms. A wide range of subjects was covered, including some attention to the common branches [in the first year], mathematics, history, science, literature, intellectual and moral philosophy, political economy, logic, "Reading and Spelling daily through the first two years," but no foreign language. Foreign languages were optional with the student. Book-keeping and surveying were reserved for the male department during the last year. Attention was also devoted to declamation, composition, elocution, vocal music, and the Bible. Students not wishing the whole course were permitted to pursue whatever subjects they desired. Lectures in science were given by the teachers and apparatus was provided to facilitate the work in science. "The Classical Department of the High School will be conducted on the same plan. A regular course of classical study will be pursued, and those preparing for College, will generally be expected to complete the regular course of three years, before receiving a recommendation for admission. Others not wishing to enter College, can pursue a course of whatever length they choose." [7] It is evident that the high school had separate departments for boys and girls with an English and a Classical course in each.

The high school began with John W. Ray as Instructor. He probably had a woman assistant in charge of the girls' department. Amos Hadley, John P. Newell, and

[7] *Ibid.*, p. 5 f.

Jonathan Tenney were successors of Mr. Ray.[8] In 1854 the teachers were Jonathan Tenney, A.M., principal, Miss Emily T. Shattuck, assistant principal, John P. Clement, A.B., teacher of Arithmetic, Paul F. Gerrish, teacher of Book-keeping. There was an enrollment of thirty-five boys and fifty-one girls.[9] A local historian, writing in 1855 or 1856 concerning the Brick School House, says "its basement is occupied by two primary schools, while the second floor is appropriated to the High School. It is to be hoped that a more commodious building will be furnished for this school at no distant day."[10] About 1860, the custom of holding an Annual Festival was begun but the exercises were not restricted to high school pupils alone. The "Order of Exercises at the Fourth Annual Festival of the Public Schools," held at "Smyth's Hall, Thursday, Nov. 19, 1863" was opened with a "Prayer" and closed with a "Benediction" and consisted of thirty-two numbers—recitations, declamations, choruses, songs, duets, anthems, "personifications," etc. High school pupils took a prominent part in the exercises. The program was so long that it was divided into a morning and an evening session. No reference was made to graduation or conferring of diplomas.[11] In this year "W. W. Colburn was the Master, his assistants being Harriett R. Baker and Ellen F. Odell.[12]

It was in the year 1863 that there was an agitation for

[8] Stockbridge: *The High School of Manchester, etc.,* p. 7 f.
[9] *Manchester Mirror,* December 17, 1912.
[10] Potter: *The History of Manchester formerly Derryfield, etc.,* p. 607 f.
[11] *Order of Exercises at the Fourth Annual Festival . . . City of Manchester, . . .* Nov. 19, 1863.
[12] Frisselle: "Manchester of Fifty Years Ago" (*The Union,* March 31, 1913).

a new high school building, but the expense of the proposed new structure did not meet with favor at the time.[13] There was, however, an appropriation in that year of $20,000 for a new high school.[14] In 1864 the superintendent said in his report:

"The high school has for many years been an object of much solicitude to the school board and the public. There has been manifested an anxiety that it occupy a higher position than it has yet done. It has defects but none so great as to be beyond remedy. It lacks vitality—it should possess a more positive character. We know the scholarship, fidelity, and the moral excellence of the teachers. But they do not with all their earnestness and with all their effort make it a leading institution in our state. It has sufficient ability, excellent teachers, and strong vigorous intellects. There is no deficiency in this particular, and there should be none in any respect." [15]

It is evident from this expression of the superintendent that there was need for better facilities for the high school. The following year there was an additional appropriation of $10,000 and in the report of the building committee for 1866 the estimated cost of the new high school building completed was $40,000.[16]

The delay in construction of the new building and in the needed reorganization was due in all probability to the effects of the Civil War. The reorganization was effected in 1865 and new regulations for the public schools were adopted by the School Committee in March of that year. The reorganization provided for a different gradation than that of 1846.

[13] *Ibid.*
[14] *Report of Building Committee on New High School,* 1866, p. 7 f.
[15] Frisselle: *op. cit.* (quoted from *A Report of Superintendent for* 1864).
[16] *Report of Building Committee on New High School,* 1866, p. 8.

"The schools of this city shall be classed as follows: Ungraded, Partially Graded, Primary, Middle, Intermediate, Grammar, and High School." [17]

The chief changes were the dropping of the infant school and the addition of the ungraded, partially graded, and intermediate school. The change of greatest significance was the intermediate school.

"The Intermediate school is not regarded as one in the regular grade, but is designed to afford special advantages to such pupils as shall attend school for less than two terms in the year, or such as from mental or physical inability, cannot maintain a fair position in the Grammar or High school, or are not easily managed in a Middle or Primary school. No pupil shall be admitted to this school, who has not attained the age of twelve years, or who can profitably attend the graded school." [18]

This type of school was an exceptionally progressive step in educational practice. The minimum entering age of twelve years implied a special type of secondary school performing a function very similar to one of the special functions of the present junior high school.

The reorganization strengthened and expanded the work of the high school. The new regulations stated:

"The High School was established for the purpose of affording pupils an opportunity to complete a course of English study, and obtain such knowledge of the classical studies as is required for admission to college. Candidates for admission must give evidence of a fair moral character, and be able to pass a rigid examination in the studies of the Grammar schools, before the Committee and the Superintendent. Every scholar completing the . . . course of study shall be entitled to a diploma from the Board, provided the attendance, deportment, and scholarship be satisfactory." [19]

[17] *Regulations for the Public Schools, City of Manchester, Adopted by the School Committee,* March 22, 1865, p. 23.
[18] *Ibid.,* p. 24 f.
[19] *Ibid.,* p. 26.

The most significant changes in curricula of the high school were the establishment of a four-year Classical curriculum and the dropping of the common branches from the English curriculum which remained three years in length as in 1846. The Classical and English curricula differed in two important particulars—the length of the Classical was four years and that of the English three years; foreign languages were restricted to the Classical and book-keeping to the English curriculum. It is perfectly evident that by 1865 the Manchester High School was performing the double function of the old Latin grammar school and the early English high school.[20] The first graduation of which we have a definite record was in 1865, the year of the reorganization. The class consisted of one boy and nine girls.[21] It probably took place at the time of the annual festival referred to above.

The last step in the reorganization was taken in 1866 by the completion of the new high school building occupying a whole city block. The building constructed of brick with granite trimmings, appeared to be three stories in height and cost $40,000, including furnishings. The first floor was devoted entirely to one large assembly room. The second floor was divided into four class rooms with sliding casements. Later two class rooms were partitioned off on the west side of the assembly room. A laboratory was fitted up in a low-posted room in the third story.[22] This was the beginning of the rapid development of the Manchester High School into the leading high school system in New Hampshire.

[20] *Ibid.*, p. 27 f.
[21] Stockbridge: *op. cit.*, p. 7 f.
[22] *Ibid.*, p. 7 f.

2. Concord

In 1842 the revised statutes included an act giving Portsmouth authority to maintain two high schools, one for boys and one for girls, and extended the provisions of the act to any town desiring to adopt the same.[23] No doubt this law was the basis for Concord's attempt to establish a high school in that year.

"The first attempt to establish a high school in Concord was made in 1842. The voters of districts numbers 9, 10, and 11 were requested to meet in the court house, May 28, to consider the expediency of dividing the districts and establishing a high school." [24] "The meeting and one or two adjournments thereof were largely attended, speeches were made in advocacy of the proposition, and committees were appointed, one of which was to secure any additional legislation if such should be found necessary. Although the proposition met with very general favor, it was not immediately successful." [25]

In 1845, the law which was passed providing for a union of two or more contiguous districts for the purpose of establishing a high school [26] opened the way for another attempt at a high school in Concord. "In 1846 the town (Concord) voted to adopt this law, and under its provisions for uniting contiguous districts another attempt was made to unite districts Nos. 9, 10 and 11 for that purpose and erect a new high school building. Special district meetings were called, and No. 10 voted in favor

[23] *New Hampshire, Revised Statutes,* 1842, Chapter 74.
[24] Lyford: *History of Concord,* II, p. 1237.
[25] *Concord High School, Concord, N. H., Its Past and Present,* 1847-1901, p. 4.
[26] *New Hampshire Laws of 1845,* Chapter 220.

of the proposed union, but the other two held aloof, and after much discussion, declined to enter into such an alliance." [27] "No. 10 determined to have a new building and establish a needed department of instruction in the higher branches, even if it must be done single handed and alone. The old Bell schoolhouse, famous for more than fifty years, was sold for removal, and a new building of brick was erected in the fall and winter of 1846-47. It was 70 x 45, two stories high, with a cupola containing a bell. The street floor contained three rooms for primary and intermediate grades, and the floor above had two assembly rooms and two recitation rooms. The east room of the second story was assigned to the Grammar school and the west room (the larger of the two) and a recitation room were for the High School. In this building the Concord High school had its beginning." [28] "This edifice much resembled the academy buildings of that period, after which it was probably fashioned." [29]

"Hall Roberts was the first principal (1847-48), with a lady assistant. The school numbered about seventy-five pupils." [30] From 1848 to 1857 there were eight different principals. One year was the usual term of service and as a result the character of the school varied with the man in charge. District No. 3 adopted the Somersworth Act in 1849, No. 10 in 1850, and Fisherville No. 20 in 1851.[31] In 1854 District No. 3 did little more than provide instruction in the ordinary common branches. The school was organized in two divisions. "The second

[27] Lyford: *op. cit.*, p. 1240.
[28] *Concord High School, etc.*, p. 4.
[29] Lyford: *op. cit.*, p. 1241.
[30] *Ibid.*, p. 1241 f.
[31] *Ibid.*, p. 1242.

division was taught by Mr. Wm. A. Hazelton. . . . Two classes in the higher branches, viz., in Algebra and Astronomy, were advanced, manifesting much zeal and perseverance." The studies pursued in the district, all told, were reading, writing, arithmetic, English grammar, geography, history, physiology, spelling, algebra and astronomy.[32]

District No. 10 was in a better situation, for in the same year, with Samuel P. Jennison as teacher, instruction was provided in "Reading, Grammar, Arithmetic, and in the higher branches of Mathematics, such as Algebra and Geometry, and in the Latin and Greek," and "a great improvement was made upon last year." [33]

The character of the high school work in District No. 20 may be judged from the books used in 1854:

"The Bible, Town's Series of Reading Books, Town's Speller and Definer; Colburn's, Adams', and Greenleaf's Arithmetic; Weld's Grammar; Smith's Geography; Willard's History; Comstock's Philosophy; Davies' Algebra; Cutter's Physiology; Botany, Chemistry and Rhetoric." [34]

The anomalous condition of twenty-three districts, several of which were entirely independent of the Superintending School Committee under the provisions of the Somersworth Act, could not continue long in the growing city of Concord. On February 4, 1855, an ordinance was passed creating the "Union School District" to be composed of districts No. 9, 10, and 11.[35] This ordinance was adopted in March, 1855, by all three of the

[32] *Report of Superintending School Committee,* 1854, p. 84.
[33] *Ibid.,* p. 90 f.
[34] *Ibid.,* p. 96.
[35] *Records of the Union School District* (MS.), February 24, 1855.

districts.[36] After thirteen years the movement for a union of districts 9, 10 and 11, started in 1842, was consummated and a real high school in Concord was assured with the adoption of the Somersworth Act, April 12, 1855.[37]

The requirements for entrance to the reorganized institution are indicated by a vote of the superintending school committee on April 23, 1855, "That candidates for the High School be examined on the 30th inst. at the High School Room in the following branches: Reading, Spelling, & Defining, Geography, Arithmetic through Percentage, English Grammar with parsing, & History of the United States." [38] The committee in accordance with the foregoing vote "met at the High School Room at 9 o'clock A.M. Eighty candidates offered themselves for examination of whom sixty were admitted." [39] On May 10, the "Committee met at High School Room, where Twenty Seven scholars offered themselves for examination, of whom sixteen were admitted, making now Seventy Six members of the High School." [40]

The entrance requirements and the general character of the high school program of studies were definitely formulated in the "Regulations" adopted in May 1855.

"The qualifications for admission to the High School shall be an ability to read, write, spell and define well; a good knowledge of English Grammar, with Analysis and Parsing; a thorough acquaintance with some modern school geography; with Arithmetic through Percentage in Adams; or an equiva-

[36] *Ibid.*, March 17, 22, and 29, 1855.
[37] *Ibid.*, April 12, 1855.
[38] *Record of Proceedings of the School Board, Union District* (MS.), April 23, 1855.
[39] *Ibid.*, April 30, 1855.
[40] *Ibid.*, May 10, 1855.

lent in some other treatise; and in general, with all the studies required in the lower schools."

The regular examination for entrance was set for the month of April annually. Scholars might be admitted at other times at the discretion of the Committee.

"The studies of the High School shall be the Common and Higher English Branches, and the Ancient and Modern Languages. The Scholars shall give faithful attention to the writing of Compositions, Declamation, Drawing, and such other exercises as shall be required by the Committee. Singing is recommended as a daily exercise." [41]

Twenty different subjects comprised the "Higher English Branches offered and the Latin and Greek courses were those usually required for college entrance.[42] The extensive offering of higher English branches may be accounted for by a petition of two hundred and ten legal voters of Union School District presented to the Superintending School Committee after the adoption of the ordinance and the Somersworth Act. The petition represented "that in the High School in said District as now conducted, Natural Philosophy, Chimestry (sic), Astronomy and the Natural Sciences generally are not studied or taught in said School, that there are a large number of scholars now attending said School who desire to pursue one or more of said branches of study. We therefore request your honorable body so to order arrange and appoint, that the branches aforesaid shall be studied and taught in said school, as the scholars thereof and their respective parents and guardians may desire." [43]

[41] *Regulations of the Public Schools in Union District, adopted May,* 1855, Chapter IV.

[42] *Records of the Proceedings of the School Board of Union School District* (MS.), May 16, 1855.

[43] *Ibid.,* undated, but recorded after April 12, 1855.

On March 12, the following year, the Superintending School Committee "Voted That Messrs. Fowler and Hadley of the Prudential Committee be requested to purchase apparatus for the High School to the amount of $150." [44] A further effort to expand the work of the High School is seen in a vote "That Drawing be introduced into the High School." An effort was made also to introduce Phonography but no definite action was taken in regard to it.[45]

The following year a further reorganization was considered and the Prudential Committee was authorized and instructed to apply to the Legislature for an act enabling the Union School District to appoint a superintendent to take the place of the Superintending School Committee. The Prudential Committee was further authorized to consult with the Committees of the other school districts of the city relative to an act providing a superintendent for the whole city.[46] The next month a resolution passed authorizing the appointment of a committee to select a site and erect "an elegant and commodious two story brick house, suitable and convenient for the present and future accommodation of the High School of the district with one male and two or more female teachers." [47] The committee was appointed, but failed to act, probably because of disagreement as to a site. At a legal meeting held in April of the following year it was "Voted to rescind and exclude the former votes passed by said District" regarding the erection of a high school building.[48] On the same

[44] *Ibid.*, March 12, 1856.
[45] *Ibid.*, September 10, 1856.
[46] *Ibid.*, March 16, 1857.
[47] *Ibid.*, April 21, 1857.
[48] *Ibid.*, April 17, 1858.

day a committee appointed on April 8 to investigate school conditions recommended "That the sum of One Thousand Dollars be appropriated for the following alterations and repairs in the Centre Brick School house, to wit: for a wooden porch at the East end 9 feet by about 22, to furnish two suitable recitation rooms and leave the whole of that Story for the High School; and for grading and incidental repairs on the house." [49] A prominent factor in the failure of the larger high school program was that in the minds of many there was the "fear that the interests of the High school were being advanced somewhat to the detriment of those of the lower grades." Instead of the high school building two brick grammar schools were erected.[50]

On September 10, 1859, the Union District "voted to adopt the act of the last Legislature of this State, allowing said Union District to elect a Board of Education." [51] The first meeting of the new Board was held September 17, 1859. It proceeded immediately to improve the management of the schools. In December a committee was appointed to "procure suitable blank diplomas to be given to the graduates of the High School at the close of each year." At the same meeting the principal of the high school was requested to call the teachers of the district together frequently for "Normal Exercises and the consideration of any subjects of interest to them as teachers." [52] In March 1860 the Board voted that a committee "together with the Principal of the High School

[49] *Ibid.*, April 17, 1858.
[50] *Concord High School*, etc., p. 7.
[51] *Record of Proceedings of School Board, Union District* (MS.), September 10, 1859.
[52] *Record of Proceedings of Board of Education, Union District* (MS.), December 5, 1859.

be a committee to prepare and recommend proper courses of study to be pursued in the schools of different grades." On the same date there is a record of a vote "That the Report of the Principal of the High School, H. E. Sawyer, be accepted." At the same meeting the Board adopted a new school year of three terms, not to exceed forty weeks, beginning with the first Monday in September.[53] Other innovations were adopted by the Board, such as monthly reports for each school and reports to parents of the student's standing in class.[54]

It is evident that the high school had become well established by 1860. The faculty consisted of a principal, Henry E. Sawyer, and two assistants, Misses Mary A. Currier and Henriette Carter. The salary of the principal was $1000 and that of the assistants $300.[55] "The first class that completed the regular four years' course of study in the high school graduated at the close of the spring term of 1860. It consisted of twelve young ladies."[56] The growth for several years following was slow as indicated by the number graduating each year. The numbers for 1861 were 5 boys and 16 girls; 1862, 5 boys and 4 girls; 1863, 4 boys and 14 girls; 1864, 3 boys and 9 girls; and 1865, 5 boys and 15 girls.[57]

"The second Bell schoolhouse, after a service of sixteen years, and never a favorite, was pronounced unfit for use in the spring of 1863. After several district meetings and much discussion by the people, a vote was passed for its demolition and the erection of a new and larger building in its place. During the removal of the old house and the erection of its

[53] *Ibid.*, March 12, 1860.
[54] *Ibid.*, June 4, 1860.
[55] *Ibid.*, March 17, 1860.
[56] Lyford: *op. cit.*, II, p. 1264.
[57] *Concord High School, etc.*, p. 13 f.

successor, the High School occupied Rumford hall. The new building was completed in March, 1864. It was of brick, with a huge Mansard roof, and cost about $30,000. When finished, it was considered one of the best school-houses in New England." [58]

Henry E. Sawyer was principal for eight years beginning with 1857, and deserves the credit for the establishment of a permanent high school in Concord.[59] He resigned in 1865 and became principal of the high school in Middletown, Connecticut. He was succeeded at Concord by Moses Woolson, famous as a pioneer in high school building in several states.[60] With the entry of Mr. Woolson, there began a broader development as is indicated by the curriculum adopted in 1865, in which were provided a general course and a classical course of four years each, and an English course of three years.[61]

3. Nashua

As early as 1847, the sister towns of Nashua and Nashville expressed a desire for high school facilities.[62] In 1848 the School Committee of district No. 4 of Nashua recommended that a high school be established in order to provide more effectively for instruction in higher branches, some of which were already being taught in the schools. Nothing was done in accordance with this recommendation.[63]

[58] *Ibid.*, p. 7.
[59] *Eighteenth Annual Report on Common Schools of New Hampshire*, 1864, p. 72.
[60] *Concord High School, etc.*, p. 10.
[61] *Records of Board of Education* (MS.), June 16, 1865. See page 320 f. for complete statement of curricula.
[62] *Report of Commissioner on Common Schools*, 1847, Appendix, p. 69 f.
[63] *Report of Superintending School Committee*, 1848, p. 44, 48.

Early in 1849, district No. 2, Nashville, adopted the Somersworth Act,[64] and organized a high school, May 12 of the same year.[65] In 1851, district No. 4 organized a high school in the "Old Brick" school house in Nashua.[66] A new building was completed in 1853 and the entire school system was reorganized. It is evident from the report of the Committee that up to this date a real high school did not exist. The Committee observed that "the high school department, the crowning grade in our whole educational system, and vitally essential to the prosperity of all subordinate grades, has been brought into existence during the past year." [67]

In June 1853, Nashua and Nashville were incorporated as a city under the name of Nashua.[68] In his report for 1853-54 the county commissioner of common schools observed that Nashua "having scarcely passed the transition from two towns to a city, her schools need remodelling and consolidating, so as to have but one high school for the whole city, instead of two, and that of superior order; and use the Mount Pleasant [district No. 2 in Nashville] house for the highest grade of grammar schools." [69] The reorganization suggested was carried only to the extent of a redistricting of the city in 1854 into eleven districts. In that year district No. 2 containing the Mt. Pleasant high school became district No. 5, and district No. 4 containing the Main Street high school, became district No. 3. Both districts were organ-

[64] *Ibid.*, 1849-50, p. 4.
[65] Parker: *History of Nashua,* p. 258.
[66] [Noyes]: *Program of Exercises—Dedication of High School, Nashua, N. H.,* Nov. 21, 1919, p. 4.
[67] *Eighth Annual Report on Common Schools,* 1854, Appendix, p. XXIII.
[68] *Laws of New Hampshire, June session,* 1853, Chapter 1404.
[69] *Eighth Annual Report on Common Schools,* 1854, p. 96.

ized under the Somersworth Act.[70] The reports of the Superintending School Committees show a desire for consolidation of the two high schools. It is not clear, however, what the influence was that prevented this action, but in all probability it was the narrow local spirit cultivated by the district system.

It is evident that the city authorities looked upon the existing high school policy with some misgivings. Their attitude is very clear judging from certain pointed observations in the report for 1854-55:

"But prudence requires that we consider the cost of these institutions. The experience of other cities bears witness that they are expensive institutions. Is not such the testimony of District No. 3? Such institutions are too expensive for districts. They are city institutions. Our city might, by uniting its means, support one High School. It could do no more than this . . .

"The question then, shall our children enjoy the advantages of a High School? is involved in this: Shall we systematize our school arrangements so that such an institution can be afforded? While our present arrangements continue it will be beyond our means. The committee are aware that we can create institutions of learning in as many of our districts as we please and call them High Schools. But the name amounts to nothing. It is the thing, the institution we want, and not an empty title. . . . We need it, not exclusively nor mainly, to fit young men for college, but to prepare them for the demands of their times in agriculture, mechanical, and commercial departments of action. We also need it to carry forward the education of our daughters beyond the limits assigned the Grammar School agency and thus prepare them for usefulness in whatever sphere of life Providence may have assigned them." [71]

[70] *Report of Superintending School Committee, City of Nashua,* 1854-55, p. 7.
[71] *Ibid.,* p. 8.

In spite of the convictions of the Superintending School Committee for the city, the two high schools continued to function independently of each other. The union which had been proposed so often did not take place until 1869,[72] beyond the period with which we are concerned. Judging from the reports of School Committees and the county commissioner for common schools the high school in district No. 3 far surpassed the one in district No. 5. During the period 1855 to 1865 and on up to 1869 the high school on Main Street was essentially a city high school. Its early successful development is due in great measure to the ability of its principal, M. C. Stebbins, as well as to the progressive spirit characteristic of a growing industrial city.

4. Somersworth

In June 1848 "An act relating to school district No. 3 in Somersworth" was passed which provided that "there may be kept and maintained in said district one or more high schools, in which may be taught all the branches usually taught in English grammar schools, and such additional branches as the Superintending Committee may direct; . . ." [73] The provisions of this act were adopted by the inhabitants of district No. 3 and a high school building was erected the following year.[74] The high school occupied the second floor of the new building and went into operation in 1850.[75]

[72] [Noyes]: *op. cit.*, p. 4.
[73] *Laws of New Hampshire, June session,* 1848, Chapter 631.
[74] *Third Annual Report of Commissioner on Common Schools,* 1850, p. 65.
[75] *Ibid.,* Appendix, p. XIX.

From the very beginning the Somersworth high school was a success. The Committee in its report at the close of the first year observed that "the attendance at the high school house has been very regular. . . . The success of the high school has met our most sanguine expectations."[76] In 1852 "there are classes in the several departments of academic education. . . . The mathematical course in this school is very thoroughly taught. The committee have prepared a course of study for this school, for the English and classical departments, embracing what shall be taught in the school and when it shall be attended to. . . ." [77] This course of study was adopted the following year and embraced a "variety and amount of matter sufficient to meet the necessities and tastes of any class of scholars that would naturally attend this school." [78] The average attendance in 1854 was sixty-eight and the school employed two teachers, Mr. Sawyer and Miss Flint.[79]

The influence of Somersworth in the early district high school development is worthy of notice. The Somersworth Act was made general in its application at the November session following its passage.[80] The unqualified success of the venture, coupled with the Concord experiment with the high school in district No. 10, aroused considerable interest throughout the state. The extent of the movement may be judged from the observation of the Somersworth Committee in 1853 that "this district was the pio-

[76] *Fifth Annual Report on Common Schools,* 1851, Appendix, p. X.
[77] *Sixth Annual Report on Common Schools,* 1852, p. 183.
[78] *Seventh Annual Report on Common Schools,* 1853, Appendix, p. XI.
[79] *Eighth Annual Report on Common Schools,* 1854, Appendix, p. 7.
[80] *Laws of New Hampshire, November session,* 1848, Chapter 718.

neer [?] in the movement for establishing high schools—its example and success have encouraged similar efforts in several other towns in the state." [81]

II. THE EXPANSION OF THE HIGH SCHOOL IN NEW HAMPSHIRE AFTER 1850

In 1847, it was recommended by the School Committee of Dover that the schools of both village districts be graded into infant, middle and high schools. It was recommended the year previous that high schools for each sex be established in each of these districts.[82] Nothing was done in this regard before 1850.[83] In 1851 regulations were adopted for district No. 2 by the Superintending School Committee in which four orders of schools were provided: "primary, secondary, and grammar schools and a high school." The studies to be pursued in the high school were "a complete course of English study, and instruction in the modern languages, and in the Latin and Greek languages, so far as may be required for admission to the Freshman class of the New England Colleges." [84] In 1855, "the schools in Dover are in excellent condition. In district No. 2, the High School, Grammar Schools, and those graded with reference to these, are excelled by none in the county." [85]

Keene Academy and other private schools provided the

[81] *Seventh Annual Report on Common Schools,* 1853, Appendix, p. XI.
[82] *Report of Commissioner on Common Schools,* 1847, Appendix, p. 95.
[83] *Fourth Annual Report of Commissioner on Common Schools,* 1850.
[84] *Seventh Annual Report on Common Schools,* 1853, Appendix, p. X.
[85] *Tenth Annual Report on Common Schools,* 1856, *Report of Commissioner of Stafford County,* p. 14.

only opportunities for secondary education in Keene until 1853.

"At the town meeting held on March 8, 1853, the report of a committee appointed to divide the town into school districts was adopted. . . . From March 1853 to March 1865, a high school was maintained by the High School Associated District, comprising the Centre, and Districts No. 1, No. 2, and No. 10. . . . On March 14, 1865, the Union District was formed by vote of the town, . . . That School Districts No. 1, No. 2, No. 10 and Center District, in Keene, be, and they hereby are united and formed into a single school district, under the name of the Union District in Keene. . . .

"April 6, 1865, the voters of Union District adopted 'An act relative to school district No. 3, in Somersworth,' . . . and, on December 3, 1866, adopted the 'Concord Act' (1859), as amended June 28, 1865, which enabled two or more contiguous school districts in the state, which had adopted the Somersworth act, to maintain a high school and to elect a board of education of 9 members, with full powers to perform the duties of prudential and superintending school committees." [86]

The character of the high school and its importance to the community were fully appreciated by the School Committee from the time of its establishment. It filled a need which no other institution could satisfy. "It should not be forgotten that this is a *free* school, placed, in this respect, on a footing with all our common schools. . . . Thus the high school became emphatically the 'People's College.'" [87] Two years later the Committee reported "this school, we rejoice to say, maintains a high rank, and is eminently deserving of the confidence and support

[86] *Board of Education, Committee on Boundaries of School District,* 1901.

[87] *Eighth Annual Report on Common Schools,* 1854, Appendix, p. XXVIII f.

of the community." [88] In 1864 the county commissioner reported "our friends in Keene have a High School, of which they may justly be proud. In many respects it is a model school." [89]

Until after 1850, as we have seen, little had been done toward high school development, except in the larger towns and cities of the state. By 1853 some half dozen places had demonstrated the value of the new type of school. The annual report on common schools had carried broadcast over the state the news of the success of the high school. Other agents, such as the teachers' institute, added to the forces at work. The example of Massachusetts where the high school spread very rapidly after 1850 was also a potent factor in the development in New Hampshire. Antagonistic forces throughout the period considered were the academies and community leaders who had been trained in academies, taxpayers without children and even non-taxpayers with children.

"And sometimes much ingenious sophistry is used to create influence against the enterprise. Appeals are made to the prejudices of the poor, on the ground that *they* are to be burdened for the support of such a school, so that the rich can educate *their* children at the public expense." [90]

The seed had been sown; laws provided the machinery; local pride and zeal became powerful forces in the movement, spreading throughout the state.

Three types of conditions demand consideration at this point. There were some towns providing instruction in

[88] *Tenth Annual Report on Common Schools,* 1856, Appendix, p. CLXXVII.
[89] *Eighteenth Annual Report on Common Schools,* 1864, p. 50.
[90] *Seventh Annual Report on Common Schools,* 1853, p. 115 f.

a few higher branches in which the Committees recommended year after year that provisions be made for high schools. Some towns had local academies which accepted the advanced pupils at a tuition rate which provided instruction in higher branches at less expense than would be required for the support of a public high school. Other towns turned the local academies into public high schools or established high schools outright under one of the existing laws.

In 1852, the Committee in Pittsfield remarked that "if the town do not consider the establishment of a high school a feasible project, we would suggest for the consideration of the voters in Districts Nos. 3, 4, and 5, located in the village, whether it would not be better for them to unite into one district and establish a graded school." [91] It is very likely that no high school was established before 1883.[92] The Committee of Durham pleaded with the town year after year without avail. In 1853 the Committee recommended that in addition to the district school, "there should be a public free school of a higher grade. It might be called a high school, or a grammar school, or by some other name. It should be supported by the town in addition to the district schools." [93] Attention was called again in 1855 and in 1856 to the need of a high school but there is no record, in state or local reports, of its establishment before 1865.

A typical case was that of Claremont which reported in 1856 that in a large majority of schools "instruction in Algebra, Natural Philosophy, Composition, Physiology,

[91] *Sixth Annual Report on Common Schools*, 1852, p. 194.
[92] Bush: *op. cit.*, p. 133.
[93] *Seventh Annual Report on Common Schools*, 1853, Appendix, p. VIII.

and others of the higher English branches, is called for." [94] The following year the legislature passed a special "act to enable the town of Claremont to establish a high school." [95] Adoption by the town was necessary to put it into force. It is not clear what happened for in 1863 the Committee remarked that "a great deficiency is felt in our system, in the want of a high school." [96] No doubt many other towns attempted to establish high schools during this period with similar results.

It is not the province of this study to trace the records of academies. However in some instances academies served the purpose of high schools. Without doubt many of the academies through the state were considered by the communities in which they were located as being more satisfactory than public high schools. In many cases the small tuition fee was not looked upon as a hardship, especially by those who were able to pay the fee and who received all the benefits of the institution. It was in such communities that the academy was officially utilized either by the payment of tuition fees out of public funds, for those pupils requiring instruction beyond that provided in the district school or by the actual conversion of the academy into a public high school.

An example of the first method, that of paying tuition of the pupils by the town, was the town of Washington. "By mutual agreement in district No. 1, thirty-eight of their scholars were sent to the academy, . . . These scholars received instruction in thirteen different branches,

[94] *Tenth Annual Report on Common Schools,* 1856, Appendix, p. CCVI.
[95] *Laws of New Hampshire, June session,* 1857, Chapter 1978.
[96] *Seventeenth Annual Report on Common Schools,* 1863, Appendix, p. 178 f.

namely, grammar, composition, geography, Child's United States history, book-keeping by single entry, physiology, Davies' algebra, Latin, French and drawing, agreeable to the wishes of each respective scholar." The arrangement was considered very satisfactory and seems to have been followed regularly.[97]

The second type of procedure, that of converting the academy into a public high school, is found in the case of Keene.[98] Another instance was that of Franklin. In 1864, the Committee reported "great advance has been made here by grading the schools, and taking measures to change the Academy to a public high school." [99] It is probable that the academy was at first utilized for high school purposes on the tuition plan chiefly and that the actual conversion of academies into high schools made little progress before the Civil War. The number of incorporated academies in the state in 1853 was fifty-three; [100] and in 1865 there were 49.[101] At least ten new ones were incorporated during the period 1853 to 1865.[102] Fourteen must be accounted for as having died outright or as having been converted into some other institution.

The high school movement among smaller towns became prominent after 1850. State reports abound with references to the different aspects of the plan. County commissioners took pride in reporting the excellent condition of high schools in their counties. Most of the high schools to be considered here were district high schools organized

[97] *Fourth Annual Report on Common Schools,* 1850, Appendix, p. LXXI.; also *Fifth Annual Report,* Appendix, p. XL.
[98] See page 171 f.
[99] *Eighteenth Annual Report on Common Schools,* 1864, p. 68.
[100] *Seventh Annual Report on Common Schools,* 1853, p. 173.
[101] *Nineteenth Annual Report on Common Schools,* 1865, p. 68.
[102] Bush: *op. cit.,* p. 129 f.

in villages under the Somersworth Act. Exeter is credited with a high school in 1848.[103] There is a brief reference to such a school in the state report for 1848,[104] but its early status is uncertain. In 1860 the county commissioner reported "Exeter has a good system of graded schools, and maintains a high standard of scholarship and discipline in them. The High School is one worthy of name. . . . One feature worthy of notice in the High School, although not peculiar to it, is the register of recitations, studies and deportment of the several pupils, kept in a form which admits of preservation, for reference in after years." [105]

In 1852, Charlestown built a new schoolhouse at an expense of $1500 to accommodate the high school of Charlestown High School District, which was formed by the union of districts No. 2 and No. 3.[106] Four years later the Committee reported that "The *Centre School* is attended by the older and more advanced scholars in the district. This school has never been of that character and standing for which the only 'High School' in town should be distinguished, and we fear never will be until it receives more of the fostering care and *money* of the legal voters in the district." [107]

Amherst was informed by its Committee in 1852 that the town "ought to have a High School, where the older scholars may pursue the advanced studies, without injury to those below them." The following year the Commis-

[103] Bush: *op. cit.*, p. 133.
[104] *Report of Commissioner for Common Schools,* 1848, Appendix, p. VII.
[105] *Fourteenth Annual Report on Common Schools,* 1860, p. 46.
[106] *Sixth Annual Report on Common Schools,* 1852, p. 113.
[107] *Tenth Annual Report on Common Schools,* 1856, Appendix, p. CCII.

sioner of Hillsborough county reported that "means have been adopted to secure free instruction in the high branches, in Amherst." [108] Bush credits Lisbon with a high school in the same year,[109] but no definite record or other satisfactory authority for the statement can be found. An act was passed at the June session of the legislature, 1853, providing that "school district number one in Walpole may purchase of the Walpole Academy . . . the academy lot, so called, in Walpole village, containing about two acres" for the purpose of a lot for a high school.[110] Later in the year the district voted to adopt the Somersworth Act and to establish a public high school.[111] The high school was probably opened in 1854.[112]

Milford had a high school as early as 1854 if the testimony of an "old resident" may be accepted.[113] This is corroborated also by Bush.[114] The old reports and records have not been preserved, but reports for 1860 to 1865 show that the high school met in one room with an enrollment varying from forty to eighty students.[115] The county commissioner testified in 1865 that the high school at Milford was of "a superior order." [116]

In 1856, at Rollingsford the graded system was adopted and "the principal school which embraces the Grammar and High School classes, is under excellent manage-

[108] *Seventh Annual Report on Common Schools,* 1853, p. 116.
[109] Bush: *op. cit.,* p. 133.
[110] *Laws of New Hampshire, June session,* 1853, Chapter 1440.
[111] *Eighth Annual Report on Common Schools,* 1854, Appendix, p. XXX.
[112] Bush: *op. cit.,* p. 133.
[113] Hills: *Correspondence,* March 7, 1922.
[114] Bush: *op. cit.,* p. 133.
[115] Hills: *op. cit.*
[116] *Nineteenth Annual Report on Common Schools,* 1865, p. 38.

ment." [117] In Sandwich a building was constructed for a High School building at a cost of $1200. ". . . Daniel G. Beede, Esq., Principal of the High School . . . was mainly instrumental . . . in urging forward the erection and completion of this house." [118] The high school at Newmarket in the same year illustrated a common practice among the smaller communities. "The High School commenced May 14th, and continued 10 weeks. After a vacation of 6 weeks, it reopened on the 3d of September and closed Nov. 9th." [119]

Evidently there was a district high school in Deering in 1856. In that year the School Committee suggested that a high school might be established by several districts uniting and all would thereby reap the benefits.[120]

Rochester High School was established in 1857 in the usual manner of adding higher branches to those of the grammar school. Although it was nominally a high school, it differed slightly from the district school. Only ten pupils desired these branches of study. The session of twenty-two weeks was taught by William A. Kimball at a salary of $40 per month. The school did not flourish at first and its real development began long after the period of this study.[121] In 1861 the county commissioners reported that in Rochester the schools were graded, and a High School, established under the Somersworth Act, was in a prosperous condition.[122] In 1857 Amherst, Petersborough and Mason were reported

[117] *Tenth Annual Report on Common Schools,* 1856, p. 15.
[118] *Ibid.,* p. 43.
[119] *Ibid.,* Appendix, p. XXXIV.
[120] *Ibid.,* Appendix, p. CXXXII.
[121] McDuffee: *History of Rochester,* p. 167 f.
[122] *Fifteenth Annual Report on Common Schools,* 1861, p. 46.

as maintaining high schools "a portion of the year, with varied success, because of frequent changes in teachers." [123]

Lebanon is given credit for a high school in 1859,[124] but nothing is known concerning its character. In 1861 Milton and Farmington were reported as having high schools the past year. Milford expended about $125 for the support of a high school one term.[125] The county commissioner reported that Farmington had a high school established under the Somersworth Act and in a "prosperous condition." [126] Nothing further seems to have been done until the close of the Civil War. In 1865, Troy is credited with a high school, and from this time on the development took on new energy throughout the state. The following table includes those towns that established high schools before 1865 with the date of establishment if it is known, otherwise the date when such a school was first mentioned in educational reports.

[123] *Eleventh Annual Report on Common Schools,* 1857, p. 70.
[124] Bush: *op. cit.,* p. 133.
[125] *Fifteenth Annual Report on Common Schools,* 1861, Appendix, p. 124.
[126] *Ibid., Report of County Commissioner,* p. 46.

TABLE IX

HIGH SCHOOLS ESTABLISHED IN NEW HAMPSHIRE BEFORE 1865 [127]

Towns	*Date*	*High School Unit*
Portsmouth	1827	Town
Manchester	1846	District
Concord	1847	District
	1855	Union District
Exeter	1848	?
Nashua	District No. 2, 1849	United District
	District No. 4, 1851 (1853)	1869 District
Somersworth	1850	District
Dover	1851	District
Amherst	1853	Town ?
Charlestown	1853	Union "High School District"
Keene	1853	"High School Associated District"
	1865	Union District
Lisbon	1853	?
Milford	1854 ?	?
Walpole	1854	District
Deering	1856	District
Newmarket	1856	Town ?
Rollingsford	1856	Town ?
Sandwich	1856	?
Mason	1857	?
Petersborough	1857	?
Rochester	1857	District
Lebanon	1859	?
Farmington	1861	District
Milton	1861	?
Troy	1865	?

[127] Data compiled from original records, catalogs, reports of School Committees, State Reports on Common Schools, Bush: *History of Education in New Hampshire,* local histories, correspondence, etc.

CHAPTER VII

MAINE, THE ADAPTATION OF THE HIGH SCHOOL TO LOCAL NEEDS

1. Augusta

The best example of high school expansion in Maine was the development in Augusta. Although it was in a measure experimental it belongs to the period of expansion and was influenced by both Portland and Bangor. Augusta also represents the influence of the early academy or private high school.

As a remedy for the defects in the system of education in the common schools, "an act further to provide for the education of youth" was passed February 27, 1833, "which authorized any school district in Augusta to elect seven directors, upon whom was conferred the power of school agent and superintending school committee, with authority to determine the number and grade of schools, to classify the scholars according to their attainments, and direct at which of the schools they should attend. Two or more districts in the town were authorized to unite and form one district, to be governed by the provisions of the act." The districts, at this time, were not prepared to adopt the provisions of the law. Some of the

large tax-payers and influential men desired a school of higher grade in which to educate their children, and they did not think that such an institution could be "engrafted upon the public schools." The result was the establishment of the Augusta High School in 1835—a private school which probably postponed for the time any action to improve and grade the public schools. The high school prospered for a time but declined after a few years, "while the cause of public education in Augusta was gaining friends and strength under the persevering efforts of Dr. E. S. Tappan and others."

"The districts number three and nine united and formed one district, by the name of the 'Village School District' under the provisions of the act of February, 1833. The first meeting of the new district was held at the town house April 6, 1842, . . . A board of seven directors was then elected, who graded the schools by establishing one high school, two grammar and six primary schools." . . . The high school was kept by Mr. Woodbury, former teacher of the Augusta classical school [the high school of 1835], which was discontinued, and the high school house leased for the purpose.

"The directors at the end of the year were gratified with the success of the new system, and believed that the schools had 'accomplished more than had been done in the district before by a like number of schools, public or private. The financial account shows the expenditure—$2404.51—to have been quite moderate for thirty-three weeks' teaching of nine schools, one of them a high school, and the erection of two schoolhouses."

Opposition was aroused chiefly against the high school.

"All who applied for admission to that school were not found sufficiently advanced to enter, and they felt aggrieved at the exclusion. Some tax-payers were fearful of the increased expense attending a school of so high a grade, and objected to the languages being taught at the public expense, to the neglect, as they supposed, of the English branches."

Others were dissatisfied with the particular school to which their children were assigned. With feelings of dissatisfaction the district assembled for its annual meeting April 8, 1843, and chose a new board of directors. After voting $150 for "building and repairing school-houses," the meeting dissolved.

This action was clearly a death blow to the high school which was left without support. The friends of the school applied for a meeting which was held on April 19 to "determine whether the district is in favor of continuing the present high school system of instruction," and if such a school were to be maintained, what part of the school money should be used for that purpose, and what the high school teacher's wage should be. At this meeting, after an unsuccessful effort to retain the high school as a part of the system, it was finally voted to discontinue the existing system. A new system was established consisting of "three grammar schools, one for boys, one for girls, and one for girls and boys, and six primary schools." After a year's trial this system proved unsatisfactory, and at the next annual meeting in 1844 an unsuccessful attempt was made to restore the original districts and the old common school organization.

At the annual meeting in 1845, the interest in public education was so low that they adjourned for lack of a quorum. A meeting was called May 3, "to see what system of classification the district will adopt for the ensuing year." The meeting was largely attended and the system adopted in 1842, with the high school included, was restored. The high school was resumed in 1845 with Wheelock Craig as teacher. There is no record of the subjects taught but it is probable that the languages were

not included because of the strong opposition of two years before.

In 1846 the board of directors submitted a permanent classification of schools "embracing a high school, in which the Latin, Greek and French languages should be taught, a grammar school, primary schools, and schools for teaching the alphabet and the beginning of reading and spelling." It was admitted, however, that the high school could not be made a part of the plan because of lack of funds and the plan adopted for that year included "two alphabetical, six primary, and two grammar schools."

By 1847, the attitude toward the public schools had become more friendly. Even taxpayers with no children to be educated realized that good schools would enhance the value of their property and were ready to vote larger appropriations. In April of that year resolutions were unanimously adopted:

"*Resolved,* That it is no less the duty than for the interest of all our citizens to use their influence to improve the condition, elevate the character and increase the usefulness of our public schools, as upon the success of these schools mainly depend the intelligence and virtue of the people, the security of our persons and property, and the stability of our free institutions. *Resolved,* That in the opinion of this meeting great advantages would result from a judicious gradation of the schools in this village, and a proper classification of the scholars therein; that suitable schoolhouses should be provided and conveniently located in different parts of the village for the ample accommodation of all the small children; that at least two grammar schools should be provided for the accommodation of such scholars as have made suitable advancement in knowledge, and that a high school should also be established at which all the scholars of the village may acquire an academical education, which shall qualify them for the discharge of any business which they may desire to pursue."

At the annual meeting in 1848 a committee of five with J. W. North, chairman, was appointed "to ascertain what school houses are required to be built in the district, where they should be located, and their size and probable cost, also to ascertain whether any buildings can be purchased and fitted up for the use of the district." At an adjourned meeting, two weeks later, Mr. North reported for the committee, recommending that the district purchase the high school house. This recommendation was adopted and the directors were authorized to expend not more than $3000 in the purchase of the building which was constructed in 1835 at a cost of $7000. Through the efforts of Reuel Williams, one of the proprietors of the high school building, the purchase was made in June. "This was a very important acquisition, not only on account of the valuable property purchased at a low price, but it disarmed the opposition to the high school and established it on a permanent foundation." The success of the new system, including the high school, was fully assured when authority was granted the district in 1849 by the legislature to raise money on the district by taxation to an amount not exceeding twenty cents to each inhabitant.[1]

2. *Dexter*

As early as 1844 Jabez M. Waters conducted a private high school in Dexter. About this time the school for the winter term was made a public high school and continued as a private school in spring and fall. Charles W.

[1] This sketch is based chiefly upon the account given in J. W. North's *History of Augusta,* p. 618 f. Mr. North's account is based upon the early school reports and his own personal knowledge of events in which he was a prominent figure.

Curtis, a student of Mr. Waters in 1844 was selected as teacher of the high school in 1849 when only nineteen years of age. Two years later, in 1851, Mr. Curtis was elected to the school board and reëlected twice thereafter for three year terms.[2]

In 1851, "District No. Six, Town of Dexter" employed Miss Lucelia H. Abbott as teacher for the summer term commencing May 19th and ending August 9th. The actual length of the term was 64½ days and the whole number of scholars was 56 with an average attendance of 40. Miss Abbott's weekly wage was $2.00, not including board, which seems ridiculously small considering that her age was "Twenty Yrs.—Two Months—Eight Days" and her previous experience covered a period of thirty-four weeks. The curriculum of this "summer high school" may be judged from the textbooks used:

"Towne's Reader, Emerson's & Colburn's Arithmetic, Olney's Geography, Wilson's History of the U. States, Weld's Grammar, Cutter's Anatomy and Physiology, Phinney's First Lessons in French." [3]

During the winter term, December 8, 1851 to February 14, 1852, L. Robinson was instructor. The actual number of days taught was fifty-four and the wage was $30 per month. The whole number of pupils enrolled was 59 with an average attendance of 46. The grade of instruction provided may be judged from the subjects taught and textbooks used:

"Latin—Virgil, Kuhner's Gram. and Andrew's Reader.
Greek—Kuhner's Gram. and Anthon's Reader.

[2] Curtis, C. W.: *Correspondence,* February 9, 1922.
[3] *Register of School District No. Six, Town of Dexter,* Summer, 1851. (MS.)

French—Pinnay's First Lessons, Vie de Washington and Henriade.
Reading—Town's Fourth Book.
Spelling—Do. Speller.
Alg.—Smyths.
Davies Legendre.
Geog.—Smith's & Olney's.
Gram.—Weld's."

The apparatus of the school consisted of the following:

"Blackbord (& a piece of chalk)
Pelton's Outline Maps." [4]

The first high school building was erected in 1855. Andrew Lang was the teacher of the school in 1855 and 1856, and J. B. Shaw in 1857. Samantha T. Perkins and Dr. John Wilson taught the summer and winter terms of 1858 and 1859.[5]

The School Report for 1860 shows that "District No. 6" was the village district and "School No. 1" was the high school. The teacher during the summer of 1859 was Miss Perkins for a term of eleven weeks. The whole number in attendance was 35 and Miss Perkins' salary was $3.50 per week. Walter S. Poor taught six weeks of the winter term but gave up the school because of disorders which he was unable to control. The remaining five weeks were taught by L. E. Richardson without further trouble. The total enrollment for the term was 61 with an average attendance of 38. The salary paid for the winter term was $36 per month.[6]

Dexter's high school development was probably typical

[4] *Ibid.*, Winter, 1851-52. (MS.)
[5] Mrs. Annie W. Murphy: *Correspondence*, March 20, 1922 (based on School Reports for 1855-1859).
[6] *Annual Report of School Committee*, 1860. Published in the [Dexter] *Gem and Gazette*, VIII, No. 13, p. 4. April 7, 1860.

of the development in the smaller towns in Maine that could boast of high schools before 1865, and it is very likely that this development was more intensive and varied than the available information indicates. In the foregoing account of that town minor details have been included in order to present as clear a picture as possible of the origin and character of the small high school in Maine during that period.

3. Hallowell

It has been impossible to determine the exact date of the establishment of Hallowell high school. As early as 1838 the official returns stated that "there is one Academy and two High Schools. The former 'supported by sale of half Township, by private donation and tuition—average $3.50 per quarter each scholar' has '30 scholars' and '36 weeks schooling.'" [7] The academy referred to was "Maine's first incorporated institution of learning . . . the Hallowell Academy which obtained a charter in 1791." [8] The character of the "two High Schools" is uncertain but it is probable that they were the beginnings of the high school reported ten years later.

In 1848 there were 1000 pupils between 4 and 21 years of age. The schools were graded and organized into seven primary schools, two grammar schools and one high school.

"The High School contains about 60 scholars of both sexes, under the tuition of a male teacher. The studies are systematically arranged for a three years' course. Four studies are allowed to each scholar. The first year the studies

[7] *Abstract of Common Schools,* 1838, p. 19, note "d".
[8] *Kennebec Journal Centennial Souvenir,* p. 5.

are, 1, Grammar; 2, Arithmetic; 3, U. S. History; 4, Governmental Instructor. Second year, 1, Grammar and Town's Analysis; 2, Arithmetic and Bookkeeping; 3, Natural Philosophy; 4, General History. Third year, 1, General History; 2, Chemistry; 3, Intellectual Philosophy; 4, Algebra. Reading, spelling, defining, writing, composition and declamation are attended to, two half days in the week. The French, Latin and Greek languages are also studied under certain restrictions. It is not intended that the teacher shall have more than about twelve recitations in the day to hear."

Pupils were admitted to the high school from the grammar schools on examination held by the District Committee at the beginning of the school year.[9]

Other towns in Maine that claim to have established high schools before 1865 base their claims upon too insufficient data. In most cases the records do not show whether the school was maintained regularly or whether it was provided for occasionally as local needs required. Bulkport reported in 1837 "two High Schools kept throughout the year, one for females only." [10] Castine reported "a High School for girls, the number about 25," in the same year.[11] Eastport had "two High Schools, one for boys and one for girls, kept through the year; expense from $2000 to $2500." [12] In 1840 Readfield reported "two High Schools." [13] Belfast claims a high school in 1852, which developed from an academy and the common schools. It did not prepare for college before 1865 and was probably a higher department of the public schools

[9] *Second Report of Board of Education, State of Maine,* 1848, p. 93 f.
[10] *Abstract of Common Schools,* 1837, Table, Note "A".
[11] *Ibid.,* Note "b".
[12] *Ibid.,* Note "f".
[13] *Ibid.,* 1840, p. 15, Note.

and kept in the academy building.[14] The character and permanency of these schools are very uncertain as there is no further mention of them in official reports and other historical sources. Bowdoinham established a high school about 1855 at which time the first high school building was erected. It developed from a district school system of high order.[15] Formal graduations were held as early as 1858.[16]

A rather common practice in Maine towns was that of utilizing the local academies. Calais Academy was incorporated in 1850 and since that time has taken the place of a high school for the city.[17] The course of study in effect before 1865 resembled very closely that of the public high school of the same period. Two courses, a general and a classical course, were provided, both four years in length. The general course provided instruction in all the subjects usually found in the English course of the public high school. The basis for the classical course was the languages—Latin and Greek. German was offered in both courses as an elective for those desiring a modern language.[18]

In Saco the high school was established in 1852 to take the place of the Thornton Academy which was burned in 1848.[19] Presque Isle probably resorted to the same

[14] Correspondence of Supt. E. E. Roderick, Belfast, Maine, January 26, 1922.

[15] Adams: *History of Bowdoinham,* p. 256.

[16] One graduate of the class of 1858 is still living and is authority for this statement.

[17] Correspondence of Supt. W. H. Phinney, January 28, 1922.

[18] *Course of Study of Calais Academy before* 1865. (Supplied by Supt. W. H. Phinney of Calais, Maine.)

[19] Emery: *The Old Thornton Academy,* p. 45 f. and *correspondence of George A. Emery, Secretary of Thornton Academy,* January 27, 1922.

method in 1860 although there is little in the way of records to determine its character.[20]

In the first annual report of the state Board of Education, issued in 1847, a Committee consisting of A. Hayden, D. Worcester and Samuel Taylor Jr. suggested that towns of three thousand or more inhabitants should classify their schools "into three grades of English schools, which we will denominate primary, intermediate, and high, schools." The high school "would contain the pupils who have a good knowledge of the ordinary English branches, and in it they would complete an English education; Latin and Greek might be taught if desirable." The English studies suggested covered the whole range of subjects usually taught in the English high school of that day. "In the high school, it would probably be much better and cheaper to have the sexes in different rooms in the same building, under the direction of a male principal, the female pupils being under the immediate instruction and government of a female." [21]

The following year a plan of classification based on the Report of Henry Barnard in 1845, relative to the gradation of schools, was proposed.

"A regular gradation of schools might embrace Primary, Secondary and High Schools, with Intermediate Schools, or departments, between each grade, and Supplementary Schools, to meet the wants of a class of pupils not provided for in either of the above grades. . . .

"High Schools should receive pupils from schools of the grade below, and carry them forward in a more comprehensive course of instruction, embracing a continuation of their former

[20] Correspondence of Supt. S. E. Preble, Presque Isle, January, 1922.

[21] *First Report of the Board of Education, State of Maine,* 1847, p. 87 f.

studies, and especially of the English language, and drawing, and a knowledge of algebra, geometry, and trigonometry, with their applications, the elements of mechanics and natural philosophy and chemistry, natural history, including natural theology, mental and moral science, political economy, physiology, and the constitution of the United States. These and other studies should form the course of instruction, modified according to the sex, age, and advancement, and to some extent, future destination of the pupils, and the standard fixed by the intelligence and intellectual wants of the district,—a course which should give to every young man a thorough English education, preparatory to the pursuits of agriculture, commerce, trade, manufactures, and the mechanical arts, and if desired, for college; and to every young woman, a well disciplined mind, high moral aims, and practical views of her own duties, and those resources of health, thought, manners and conversation, which bless alike the highest and lowest stations in life. All which is now done in private schools of the highest grade, and where the wants of any considerable portion of the community create such private schools, should be provided for in the system of public schools, so that the same advantages, without being abridged or denied to the children of the rich and the educated, should be open at the same time to worthy and talented children of the poorest parents. In some districts a part of the studies of this grade of schools, might be embraced in the Secondary Schools, which would thus take the place of the High School; in others, the High School could be open for only portions of the year; and in others, two departments, or two schools, one for either sex, would be required. However constituted, whether as one department, or two, as a district school, and for the whole year, or part of the year, something of the kind is required to meet the wants of the whole community, and relieve the public schools from impotency." [22]

So far as is known these suggestions of 1847 and 1848 represent the first official recognition by the State of Maine of the institution known as the public high school.

[22] *Second Report of the Board of Education, State of Maine,* 1848, Appendix, p. 75 f.

A comparison of the plans of organization suggested in these two reports with the plan of organization of the high schools whose development has been traced shows to what degree these suggestions were followed. No doubt the plans suggested incorporated the best features of the high schools of Portland, Bangor, Augusta and the other smaller town high schools then existing. The next step in state high school development was the law of 1873 which provided state support for these institutions.

Two influences seem to have been at work throughout the forties and fifties. During the decade of the thirties the influence of Massachusetts was a determining factor in the high school development in both Portland and Bangor. From 1840 on, the rise of the smaller frontier towns of central and northern Maine tended to counteract the influences exerted during the earlier period by the Massachusetts practice.

TABLE X

HIGH SCHOOLS ESTABLISHED IN MAINE BEFORE 1865

City or Town	*Date of Establishment*
Portland	1829
Bangor	1835
Bulkport	1837 ?
Castine	1837 ? (girls)
Eastport	1837 ?
Readfield	1840
Augusta	1842, 1845
Dexter	1844
Hallowell (1838)	1848
Belfast	1852
Saco	1852
Bowdoinham	1855
Presque Isle	1860

CHAPTER VIII

CONNECTICUT, THE DEVELOPMENT OF A LOCAL HIGH SCHOOL POLICY

I. PROMINENT CENTERS OF DEVELOPMENT

1. Middletown

The early permanent high school development in Connecticut began at Middletown. In 1839 the City School Society of Middletown was incorporated by uniting the four city school districts. The charter provided for a committee of eight to have entire charge of the schools. Early in 1840 the School Society established a high school with two departments, one for boys, and the other for girls.[1] In the same year a supplementary act was passed conferring certain privileges upon the City School Society which included the powers and privileges of school societies as then provided for by law. In 1841 an act was passed empowering the City School Society to pledge the credit of the Society not to exceed $10,000. This credit might be pledged for the purpose of providing a site and buildings for "the accommodation of the high schools of said society." [2]

[1] *Second Annual Report of Board of Commissioners of Common Schools,* 1840. (*Connecticut Common School Journal,* II, p. 244, June, 1840.)

[2] *Thirty-first Annual Report of the Middletown City School District,* with revised manual appended, 1888. Manual p. 3 f.

The high school seems to have been a success from the beginning. At the close of the school year of 1840 the "Committee Men of the City School Society" reported the High School enrollment as 252 with an average attendance of 203. Mr. Saxe was in charge of the boys and Miss Hovey, the girls.[3] The school was later divided into senior and junior departments. The catalogue for 1850-51 states that "to facilitate the advancement of each pupil, this School has been divided into two Departments, viz. Senior and Junior; and each Department into three Divisions, in accordance with the abilities and attainments of the pupils."[4] It is evident from the course of study provided that the senior department was the high school proper and that the junior department was a grammar school closely related to the high school. In fact, the relationship existing between the two departments was so close that the course of study stated "it is not expected that Pupils will pursue all the studies of one Department at the same time; neither will they be limited to the branches of one Department; but they will be permitted to take any subject, when, by previous acquirements, they shall have been prepared to do so profitably."[5]

The program of studies in 1850 covered a wide range of subjects including the so-called English subjects, Mathematics, Philosophy, Natural Science, and the languages, Latin, Greek, French and German, also Music, Drawing and Painting.[6] A public Examination was held

[3] *Connecticut Common School Journal,* III, No. 1, p. 28, November 15, 1840.
[4] *Annual Catalogue of the Middletown City High School,* 1850-1, p. 11.
[5] *Ibid.,* p. 14.
[6] *Ibid.,* p. 14 f.

once a year. Candidates for diplomas were required to pass a thorough examination in the entire course and to have been members of the institution at least one year and of the senior class at least one term.[7] A normal class was provided during the winter term for those desiring to become teachers. The members of this class were required to teach two weeks under the supervision of their teachers. Those passing a satisfactory examination before the committee for examining teachers were given a license to teach and assisted in securing positions.[8]

The excellent character of the school as a high school of that day may be judged from the equipment and provision for special activities. A library of several hundred volumes, connected with the school, was accessible to the students. The scientific equipment consisted of "Globes, Geographical, Anatomical, and Astronomical Maps, and other apparatus." [9] Lectures on various subjects were provided and "the Chemistry class had the opportunity of attending the Chemical and Philosophical Lectures of Prof. Johnston, at Wesleyan University, during the Winter Term." [10]

The board of instruction consisted of Samuel Coburn, principal and nine assistant instructors, two of whom were in the junior department. Three besides Mr. Coburn were regular teachers, one being a monitress. The remaining four were special teachers of French, German, Music, Drawing and Painting.[11] The enrollment for 1850-51 in the senior department, or high school proper,

[7] *Ibid.*, p. 13.
[8] *Ibid.*, p. 16.
[9] *Ibid.*, p. 13.
[10] *Ibid.*, p. 16.
[11] *Ibid.*, p. 4.

was 83 males and 90 females. The total enrollment in both departments was 167 males and 173 females.[12] A small tuition fee was charged: $2.00 per term for City pupils, $4.00 per term for non-residents, and an extra fee of $2.50 for German and $1.50 for Drawing and Painting.[13]

It is very likely that the organization of the Middletown High School as it existed in 1850-51 was modelled on that of the Middletown Female Institute which had two departments, senior and junior, and provided a curriculum in 1845 very similar to the one in force in the High School in 1850.[14] Other features of the two schools bear a strong resemblance to each other, such as special lectures, regulations as to graduation, etc.

The control of the schools of the City School Society passed into the hands of a Board of Education of nine members in 1857. In 1860-61, the registration in the "High Senior School" by terms was 44, 100 and 80. In the "High Junior School" the registration by terms was 109, 111, and 112.[15]

In 1863 the annual report showed that the teaching force of the city consisted of fifteen teachers including a principal of the city schools, who acted as high school principal, one male first assistant, high school, a female principal of high school junior department, with first and second female assistants, and ten elementary teachers.[16] The school year was divided into two terms, September to March and March to August. An annual exam-

[12] *Ibid.*, p. 5 f.
[13] *Ibid.*, p. 16 f.
[14] *Second Annual Catalogue of the Female Institute, Middletown, Conn.*, 1845, p. 6 f.
[15] *Seventh Annual Report of Board of Education*, 1864, p. 8.
[16] *Sixth Annual Report of Board of Education*, 1863, p. 1.

ination of the high school was held by committees appointed by the Board. Early in the year Mr. H. E. Balcam, assistant in the high school, was granted a leave of absence to enter the army and his place was filled by Miss Emma L. Root. The entire work of the high school was taught by the principal, Henry A. Balcam and his assistant, Miss Root. The number of pupils registered was 97 the first term and 102 the second term. The number in the junior department of the high school was 138 the first term and 143 the second term.[17]

After the anxiety and stress of the Civil War had passed, there began, as everywhere throughout New England, a reorganization of the school system. New rules and regulations were adopted by the Board and the curriculum was reconstructed. The principal continued as head of the school system, giving special attention to the high school. He directed and supervised all the schools with the advice and approval of the acting visitor and the Board. Four grades of schools were provided for and "designated the Primary, Secondary, Grammar, and High School." The school year began in August and ended in July and was divided into four terms. Promotions to the high school were made only at the beginning of the school year. Occasional promotions might be made at other times whenever the acting visitor and principal considered it necessary.[18]

The program of studies of the high school was arranged in three curricula:

"A. The General Course designed to furnish to young ladies and to such young gentlemen as do not intend to enter college,

[17] *Ibid.*, p. 9 f.
[18] *Eighth Annual Report of Board of Education*, 1865, p. 13 f.

facilities for obtaining a practical and symmetrical education. B. The Classical Course, for students fitting for college. C. The English Course, one year shorter than Course A, but substantially the same as that with the exception of the Latin and French languages. This is not recommended except to those students whose age or circumstances hinder them from pursuing the General Course."

The work of Courses A and B was divided into five parts with practically a year's work in each and that of Course C was divided into four parts.

"Students will be advanced from class to class according to proficiency in their studies, rather than to the time they have been in school, and those who honorably complete either course will receive corresponding certificates." [19]

The character of the high school at the time of the reorganization in 1865 was practically the same as in 1863 and 1864. The registration had changed but little. For the last half year 51 boys and 5 girls were registered in the senior department and 49 boys and 94 girls in the junior department.[20] Henry E. Sawyer, lately of Concord, N. H., had been made principal at a salary of $1500. Miss Julia Merwin was first assistant with a salary of $350, and Miss Emeline M. Wright, second assistant with a salary of $300. Miss Jennie C. Reed was principal of the junior department with a salary of $400 and Miss Mary G. Burrows was first assistant and Miss Hattie A. Prior, second assistant, each receiving a salary of $300.[21]

The peculiar organization of the Middletown High School into junior and senior departments is an interest-

[19] *Ibid.*, p. 23.
[20] *Ibid.*, p. 10.
[21] *Ibid.*, p. 4.

ing variation from the usual procedure elsewhere in New England. A careful examination reveals in this plan some of the fundamental principles underlying the more extensive reorganization of the present junior-senior high school.

2. *Hartford*

It is probable that Henry Barnard first called attention to the need for a high school in Hartford in an address delivered July 4, 1838 in behalf of a Young Men's Institute. He again advocated the institution in an address before the Young Men's Institute, March 15, 1839.[22] Public attention was first called to the subject in a formal manner by a "Report of the Hartford Town Association for the Improvement of Common Schools," addressed to the Board of Visitors by the Rev. George Burgess, President of the Association, October 7, 1839. The subject received official notice the following month.

"At an adjourned meeting of the First School Society of Hartford, held November 5, 1839, to hear the report of the committee appointed at the annual meeting to take into consideration the expediency of establishing a high school, it was voted 'That it is expedient that a public high school be established at the earliest period at which suitable arrangements can be made.' " [23]

The following year the subject was considered in an elaborate report by Dr. Burgess as chairman of the Society's visiting committee. His recommendations for establishing a high school did not meet with general favor.[24]

[22] *Hartford Public High School Catalogue,* 1858, p. 22, note.
[23] *Quinquennial Catalogue,* 1910, p. 14 f.
[24] *Ibid.,* p. 19.

"In 1841, a definite proposition for remodelling the public school system with a High School at the head, was forcibly urged in the Annual Report of the Board of School Visitors by their chairman, the Hon. Henry Barnard.

"At this point a name prominently connected with various public enterprises of a beneficent character, assumed a conspicuous place in the history of the high school. The Rev. Horace Bushnell, D.D., Chairman of a sub-committee of the Board which had been appointed to prepare a plan for reorganizing the city schools, made a report upon the subject in connexion with the annual Report of the School Visitors for this year. This communication produced so deep an impression as to lead to an earnest discussion of the whole question in a series of public meetings convened in the several school districts. It can hardly be doubted that this able and elaborate report of Dr. Bushnell developed an amount of interest in the movement which had its final issue in the establishment of our present High School." [25]

At a public meeting held January 5, 1847, at the Center schoolhouse, it was again resolved "to be expedient to establish a high school in the First School Society of Hartford, and that the Society's committee be asked to call a special meeting for the consideration of the subject." The leaders in the movement were such men as James M. Bunce, Amos M. Collins, D. F. Robinson, Rev. Dr. Burgess, Dr. Henry Barnard and Rev. Dr. Bushnell.[26] "Among the opponents of the measure were found some gentlemen of the highest intelligence and personal worth, who felt compelled to regard the scheme as one of doubtful justice or questionable policy. The *people*, however, were almost unanimously convinced of the wisdom and necessity of the measure." [27] A special meeting of the Society was held January 11, at which it was voted:

[25] *Hartford Public High School, Catalogue,* 1858, p. 19 f.
[26] *Quinquennial Catalogue,* 1910, p. 14.
[27] *Hartford Public High School, Catalogue,* 1858, p. 20 f.

"That Amos M. Collins, Rev. Dr. Burgess, D. F. Robinson, Walter Pease, Edward Button, Roderick Terry, and Timothy M. Allyn be a committee on behalf of this society, to inquire as to the expediency of establishing a public high school wherein shall be taught such branches of general education as are usually taught in schools of like character, and cannot now be thoroughly acquired in the district schools, such high school to be under the regulations now provided by law, or hereafter to be provided by this Society; also to inquire as to the number of scholars of each sex of the proper age and attainment to attend such high school; also to inquire as to a suitable location, plan of building, expenses thereof, and the current expenses of supporting such a school, and what percent. tax will be required for that purpose; also whether and upon what terms the funds of the Hartford Grammar School can be made available for its support, and to report the same, together with such other information as they may think advisable, to a future meeting of this Society." [28]

Seven weeks later, after much inquiry and careful consideration, a majority report was submitted by Dr. George Burgess to a special meeting of the Society; held at the City Hall, March 1, 1847. The report considered the several items of the resolution of January 11 and closed by submitting four resolutions to be acted upon by the Society. These resolutions proposed: (1) that the Society establish "a free high school for instruction in the higher branches of an English, and the elementary branches of a classical education, for all the male and female children of suitable age and acquirements in this Society who may wish to avail themselves of its advantages." (2) It was proposed that a building committee of seven men be appointed with power to purchase a site with or without buildings and to provide suitable accommodations and equipment for not less than two hundred

[28] *Quinquennial Catalogue,* 1910, p. 14.

and fifty pupils, the whole expenditure not to exceed $12,000. (3) It was further proposed that the Society's committee be directed to borrow on the credit of the Society sufficient funds, not to exceed $12,000, for carrying out the building program. (4) A final proposition was the appointment of a committee of nine "to make if practicable, such agreement with the trustees of the Hartford Grammar School as in their opinion shall be just and reasonable for making the funds of said Grammar School available for the support of the high school or some department thereof; also that the action of the committee in these premises be binding upon the Society." [29]

The original appropriation of $12,000 was found insufficient and an additional sum of $2,500 was raised by the building committee, Mr. Bunce contributing $1,000 and Mr. Robinson and Mr. Collins $500 each, all being members of the committee. On August 6, the committee charged with the erection of the building reported that it would be ready before the close of the year. The same committee was authorized to employ teachers and make all preparations for opening the school. At the annual meeting held October 29, the committee reported the building completed, that Joshua D. Giddings of Providence had been appointed principal, and arrangements had been made with the trustees of Hartford Grammar School by which they would provide a teacher for the classical department. At this meeting a committee of seven was appointed to organize the school; to make necessary rules and by-laws for its regulation; to determine the qualifications of scholars desiring to be admitted; to decide all questions relating to the admission of pupils, pro-

[29] *Ibid.*, p. 15.

vided that no Hartford pupils be required to pay tuition; to provide for the expulsion of disorderly pupils; and to discharge all functions relating to the school not contrary to the school laws of the state. The high school was formally opened December 1, 1847.[30]

The first rules and regulations were adopted in 1848 and were concerned with a wide range of school matters: by-laws of the committee, duties of teachers, duties of pupils, general regulations concerning vacations, admission of pupils, public high school exhibition, course of study, and textbooks. Under these regulations the control of the high school was in the hands of a high school committee which organized annually by electing a chairman, clerk and an executive committee of three including the chairman. The executive committee performed the duties of a visiting committee by observing the school work at least once a month. Considerable freedom was allowed the principal in the general conduct of the school. Especial stress was placed on the matter of pupil's conduct and moral character.[31]

The regulations provided that new pupils might be admitted at the commencement of every term; and that applicants for admission to the school be at least twelve years of age. Those "belonging to the First School Society, shall be admitted, provided they furnish a certificate of good moral character from their last Teacher, or from one of the Visiting Committee of the School Society, and shall pass a satisfactory examination in Spelling, Reading, Writing, Arithmetic, Geography, Grammar, and His-

[30] *Ibid.*, p. 16.
[31] *Rules and Regulations of the Public High School*, 1848, Chapters I-III.

tory of the United States." The examinations for admission were conducted by the high school committee, assisted by one or more teachers of the school.[32]

The following course of study and instruction in the high school was planned:

"*Firstly,* a review of the studies, in which pupils were examined for admission to the school, and such further instruction in these branches as shall be deemed important.
Secondly, Ancient Geography, Ancient and Modern History, Constitution of the United States, Algebra, Geometry, Bookkeeping, Rhetoric, Composition, Declamation, Intellectual and Moral Philosophy, Political Economy, Natural Theology, Evidences of Christianity, Trigonometry, Astronomy, Surveying, Navigation, Mensuration, Natural Philosophy, Linear Drawing, Physiology, Chemistry, and the Classical Text Books, preparatory to admission to college. . . . Should there be a sufficient number of pupils in the school, desirous of studying the French or other Modern Languages, to furnish a reasonable compensation to a competent teacher in these branches, such teacher will be employed at the expense of the pupils."

The textbooks were designated for each subject in the course [33] and "all pupils will be required to procure such textbooks, instruments and useful articles, as are necessary for the successful prosecution of the various studies with which they are occupied." [34]

The foregoing list of subjects or program of studies was arranged in three courses or curricula—an English course of four years, a partial course of two years, and a classical course of four years. The theory underlying the three types of curricula is typical of the educational theory of the time.

[32] *Ibid.,* Chapter IV, sections 2-4.
[33] *Ibid.,* Chapter IV, section 6.
[34] *Ibid.,* Chapter III, section 3.

"The Committee believe that the First or English course embraces the studies essential to a thorough practical education for either sex; while they believe that it embraces, also, sufficient variety of subject to qualify the graduated student to occupy any place in society or business, with credit and success. The Second Course, being limited to two years time, they deem useful, as affording to those whose time for education is brief, an opportunity to attain such elementary knowledge as shall fit them to enter upon and successfully pursue the ordinary business of life. The Third or Classical Course is intended simply to qualify young gentlemen, who so intend, to enter college; and as such, should be selected by none except those whose purpose it is to complete their education by a collegiate course." [35]

The program of studies gradually expanded year after year. In 1851 the following subjects were included in addition to the list for 1848: Orthography, Physical Geography, Philosophy of Natural History, Meteorology, Geology, Logic, and Philosophy of History.[36] French and German appeared in a list of subjects studied in the high school in 1857-58,[37] and these subjects had been pursued by some students for several years previous by paying a special tuition fee, but they were never listed as regular subjects. In the regulations adopted in March, 1858, French, German, Zoology and Analytical Geometry were made a part of the program of studies.[38] The first ten years had been a period of unusual expansion.

The partial course was soon dropped and it does not appear in later outlines of courses. The English and classical curricula continued four years in length until 1858. In that year the English curriculum was extended

[35] *Hartford High School: Outline of Studies* [1848?], pp. 1-4.
[36] *Annual Report of School Visitors,* 1858, p. 8.
[37] *Ibid.,* p. 8.
[38] *Rules and Regulations of Board of School Visitors, adopted* March 11, 1858, Chapter VII, section 11.

to five years [39] and continued so throughout the period. The classical curriculum remained four years in length and had changed very little since the beginning.

Student statistics for the first ten years of the high school development in Hartford are not in such form that they may be treated comparatively. The main source for the early years is the manuscript Register but in this the students are not classified. In the latter part of the period before 1865, comparative data are found in the High School Catalogues and in the Annual Reports of the School Visitors. The registration for 1847-48 was 122 males and 137 females. The following year the number recorded in the manuscript Register was 76 males and 80 females,[40] but there is no way of determining just what the active enrollment was for each year after the year of establishment. The average daily registration [enrollment] for 1856 was 136; and the average daily attendance was 124 or 95 percent.[41] The total enrollment for 1858 was 228;[42] for 1860, 244;[43] for 1862-3, 210;[44] and for 1865-66, 205.[45]

Hartford instituted the annual formal graduation in 1854. Previous to that date the records do not show accurately who completed the course of study. If a formal graduation had been held in 1848 it is probable that six young men would have been entitled to diplomas. They were Charles M. Bliss, Jonathan B. Bunce, Dominick Maguire, John Mulligan, John B. Parsons, and J. Ward

[39] *Hartford Public High School: Catalogue,* 1858, p. 14.
[40] *Hartford Public High School: Register* (MS.).
[41] *Report of Board of Visitors, First School Society,* 1856, p. 18 f.
[42] *Hartford Public High School: Catalogue,* 1858, p. 12.
[43] *Ibid.,* 1860, p. 14.
[44] *Ibid.,* 1862-63, p. 13.
[45] *Ibid.,* 1865-66, p. 10.

Smyth, all but one of whom were later graduated from a higher institution.[46] The record of graduates is complete beginning with 1854. In that year three graduated from an entering class of 166, or two percent. The largest number graduating in any year before 1865 was in 1862 when 33 were graduated from an entering class of 100. During the period 1854 to 1865 inclusive, 174 were graduated from a total of 1389 who registered as students, or 12½ percent.[47] The first students to be graduated formally from the High School, in 1854, were Sheldon Goodwin, Arthur N. Hollister and Normand Smith, all of whom were later granted academic degrees at Yale.[48]

Much of the success of Hartford Public High School was due to the excellent character of its principals and teachers. The principals were Joshua Giddings, 1847-48; Thomas K. Beecher, 1848-50; McLauren F. Cook, September-December, 1850; Cephas A. Leach, December 1850-May 1851; Thomas W. T. Curtis, 1851-61; Hiram A. Pratt, 1861-65; Samuel M. Capron, 1865-74.[49] The last three men gave the school much prestige.

The Hartford Grammar School became the classical department of the high school in 1847 but retained something of its original character and organization by having at its head a principal nominally subordinate to, but actually independent of the high school principal and supported by the original Grammar School funds administered by a separate Board of Trustees. William B. Capron filled this position from 1847 to 1853. He was

[46] *Quinquennial Catalogue,* 1910, p. 71.
[47] *Ibid.,* p. 157.
[48] *Ibid.,* p. 72.
[49] *Ibid.,* p. 63 f.

succeeded by Samuel M. Capron who remained in the position until 1865 when he became principal of the high school.[50] In that year there was a reorganization of the high school in which the position of associate principal was created and one was placed over each of the English and classical departments, both being subordinate to the principal of the high school.[51] Students entering the classical department were examined and admitted under the direction of the Hartford Grammar School Trustees. The maximum number was limited by agreement to thirty-five,[52] but in 1866 forty-two were reported in attendance.[53]

The faculty of the high school consisted in 1847 of the principal of the high school, the principal of the classical department and one female assistant.[54] By 1858 there were in addition to the principal of the high school and the principal of the classical department eight teachers of regular and special subjects.[55] The number on the faculty in 1861 had increased to a total of thirteen;[56] and in 1865-66 there were eleven including the principal, associates and teachers.[57]

Hartford Public High School deserves to be classed among the leading high schools of New England before 1865. It developed early in its career some of the progressive features common to the American high school of the post Civil War period such as a well defined curriculum

[50] *Ibid.*, p. 63.
[51] *Hartford Public High School: Catalogue,* 1865-66, p. 3.
[52] *Ibid.*, 1862-63, p. 20.
[53] *Annual Report of Board of School Visitors,* 1866, p. 15.
[54] *Quinquennial Catalogue,* 1910, p. 63.
[55] *Hartford Public High School: Catalogue,* 1858, p. 4.
[56] *Ibid.*, 1861, p. 4.
[57] *Ibid.*, 1865-1866, p. 3.

for entrance to college and general English training, limited election of subjects, student government, high school journalism, and annual graduation. It became a model for other high schools organized after 1850. Its reorganization in 1865 was the beginning of a period of rapid development in which it continued to maintain its early leadership.

3. New Britain

The early high school development in New Britain differed in some respects from that in other Connecticut towns, because of the influence of the State Normal School established by an act of the legislature in 1849. The Normal School was opened in May, 1850.[58] In the same year the high school was established [59] and located in district No. 1. The schools of this district, including the high school were placed "by the vote of its citizens under the management of the Associate Principal of the Normal School, and are intimately connected with that institution in their mode of operation." [60]

In 1852 the high school was divided into two departments, thus creating four grades of schools in the district: a high school, grammar school, intermediate school and primary schools.[61] The grammar school was formed from the younger classes of the high school, and those advanced from the intermediate school.[62] The largest number of pupils in attendance in the high school at any

[58] Steiner: *History of Education in Connecticut*, p. 44.
[59] *Ibid.*, p. 56.
[60] *Annual Report of the Board of Visitors, of the School Society of New Britain*, 1852-53, p. 18.
[61] *Ibid.*, p. 19.
[62] *Ibid.*, p. 20. This arrangement was probably suggested by the plan adopted in Middletown two years before. See page 196.

time during the year 1852-53 was 70.[63] At the opening of the high school in December, 1852, no principal had been appointed. M. T. Brown took charge of the school in April and remained until July, when he resigned and was succeeded immediately by D. W. Tuck of Roxbury.[64] The high school was conducted in the Normal building in a large room seating one hundred and sixteen pupils.[65]

In 1853 definite regulations were adopted for the schools by the Board of Visitors. Admission requirements, and a program of studies for the high school were established.

"To enter the High School, the pupils must be able to read fluently, and to spell correctly, to bear a thorough examination in Arithmetic, as far as per-centage, to show a good knowledge of the elements of Grammar, to be acquainted with the general Geography of the World and the History of the United States, and to be able to write a legible, fair hand."

The program of studies included:

"Reading, Elocution, Declamation, and Composition,—Grammatical Analysis, Higher Arithmetic, Algebra, Geometry, Surveying, Descriptive, Physical, and Mathematical Geography, Natural Philosophy, Chemistry, Physiology, General History, Moral Philosophy, Drawing, Elements of Astronomy, Latin, Greek and French." [66]

Students were allowed to enter high school when able to pass a satisfactory examination in the subjects taught in the grammar school; and if the seats were not full pupils from other districts might attend if qualified by paying a tuition fee of thirty cents per week, if belonging

[63] *Ibid.*, p. 30.
[64] *Ibid.*, p. 19.
[65] *Ibid.*, p. 17.
[66] *Annual Report of the Acting Visitor of the School Society of New Britain*, 1853-54, p. 30 f.

to the same town, and forty cents per week, if out of town.[67]

The reputation of the high school was such that the enrollment for the winter term, 1853-54, was 115 [68] and 39 students came from other towns, a part of them being residents of other states.[69] The excellent character of the school was due in great measure to its relationship to the Normal School and to the fact that the teachers of the Normal School gave a considerable part of their time to teaching in the high school.[70]

4. Waterbury

"The first meeting of the newly incorporated Centre district [of Waterbury] was held on July 14, 1849, at Gothic Hall, and the first work undertaken was the erection of a high school building. From the beginning, the chief motive prompting the citizens to seek incorporation was the desire to establish a high school which should constitute a part of the public school system, and take the place of the 'academy' which in Waterbury, as in a good many other towns, had superseded the 'grammar school' of the earlier system." The newly elected district Committee was instructed to select a site and prepare plans for a Centre school-house and report at a special meeting. On March 15, 1850, it was voted "that the district committee be authorized to purchase for the Centre District, at the price of $1900 four lots of land belonging to the heirs of Miss Eunice Baldwin as a site for the

[67] *Ibid.*, p. 10.
[68] *Ibid.*, p. 26.
[69] *Ibid.*, p. 18.
[70] *Ibid.*, p. 14 f.

Centre School-house." The Committee was constituted a building committee to erect a central school building to cost not more than $10,000 exclusive of funds received from the Waterbury Academy. The erection of the building was begun immediately and the Waterbury High School was opened January 17, 1851.[71]

On May 4, 1853, at a special meeting of the district, it was decided by an informal vote that all the schools of the district and all the departments of the high school should be free to all the pupils of the district. In 1855, the question of a tuition fee was agitated and it was decided that the district Committee be instructed to lay such a capitation tax as they should think proper. The action in May, 1853, seems not to have been generally popular, for at a meeting in November of that year there was much difference of opinion regarding the curriculum of the high school. At that meeting it was proposed to abolish instruction in instrumental music and to sell the piano belonging to the school. It was also proposed to prohibit the pursuit of "any branches of study not taught in the English language." Neither of these propositions was acted upon at the time but in 1860 it was voted at the annual meeting that the high school should provide only an English education. A year later it was unanimously "resolved that such additional studies as the board of education approves may be introduced into the high school." The higher branches were reinstated and since then "the school has been a high school in fact as well as in name." [72]

[71] Anderson: *The Town and City of Waterbury, Connecticut,* II, p. 495 f.
[72] *Ibid.,* p. 502.

5. *New Haven*

The public school system of New Haven, like that of other Connecticut towns, was organized and controlled by the School Society. Its status during the first half of the nineteenth century was very much like that of Hartford. The Lancasterian system was still in vogue there after 1850 in a school of which John E. Lovell was principal. In 1850 Mr. Lovell was assisted by three other teachers and the school was organized into a male and female department. The schools under the control of the First School Society in 1850 were organized in three districts: First District, Wooster District, and Fair Haven. The First District supported six other schools besides the Lancasterian school. Two of these were partially graded. Besides the schools for white children, there were four schools for colored children.

The board in its annual report stressed the fact that the schools were failing to accomplish satisfactory results. They objected seriously to the introduction of too many subjects into the curriculum of the public schools. The remedy which they suggested for this defect was "a High School where these higher branches of knowledge should be exclusively taught by teachers of the highest attainments." The committee admitted that the School Society had the power by law to organize a high school but they were not prepared to recommend its immediate establishment. They suggested that a special committee should report at a special meeting called for the purpose.[73] The Society gave the School Visitors as a committee "authority in a resolution passed unanimously, to

[73] *Report of Board of Visitors, First School Society,* 1850, p. 7 f.

call a special meeting at such time as the latter should deem expedient, for the purpose of organizing a High School."

After an investigation of other school systems particularly Hartford and Boston they decided to delay further action on the subject for a time. It seems that the Hartford High School had not in all respects answered the expectations of its originators. A further objection to an immediate establishment of a high school was the increased expense.[74]

On June 19, 1852, a "Report Respecting a High School" was presented to the School Society in which it was recommended that "*a thorough and proper gradation or classification*" should be established, in which the high school would be the "crowning part, necessary to give completeness to the whole and encouragement and stimulus to the other parts." The report closed with the following resolutions:

"1. *Resolved,* That this Society do hereby determine on a thoroughly graded system of Public Schools.
2. *Resolved,* That a High School is an essential part of a thoroughly graded system of Public Schools.
3. *Resolved,* That the Board of Visitors are hereby instructed to prepare plans for a thoroughly graded system of Public Schools with an estimate of the expense necessary for carrying them into effect, and to propose them, to be adopted, at as early a period as practicable." [75]

On the same day the First School District authorized the remodelling of the George Street school in preparation for the organization of a well-graded school. The

[74] *Ibid.*, 1851, p. 4 f.
[75] *Report Respecting a High School presented to the School Society,* June 19, 1852, p. 4 f.

work was to be executed under the superintendence of the District Committee by the advice and direction of the Board of Visitors.[76] In accordance with these instructions the Board and District Committee provided a building at the corner of George and York streets, modelled after the one erected for the Hartford High School. In this building was established the Webster School consisting of four regular grades or departments and a fifth department providing for a temporary overflow from other grades. The regular grades or departments were the primary, secondary, intermediate and highest department (or grammar school). "Pupils pass from the lowest to the highest department according to their good conduct and ability to sustain the requisite examination." The word "high school" was carefully avoided in the terminology.

The following studies were pursued in the "First Department or Grammar School—Reading and Spelling through Analysis of Elementary Sounds, Mental Arithmetic and Higher Arithmetic, Elementary Algebra and Geometry, Geography of Europe, Asia and Africa, Map Drawing, Physical Geography, History, Ancient and Modern, Grammar, and Analysis of Language, Writing and Astronomy, Natural Philosophy, Composition, Declamation, the general principles of Philosophy and Singing." Provision was made for the addition of other branches as it became necessary.[77]

The Webster School was clearly a compromise substituted as an intermediate step leading toward a high school.

[76] *Report of Board of School Visitors, First School Society, First District,* 1853, p. 4.
[77] *Ibid.,* p. 5 f.

"A graded system of schools was recommended, and a High School was declared to be an essential part of the system. But the Committee, in their conferences with the Board expressed their willingness to await the completion of the model (or Webster) school before pressing further their recommendation of a High School. The Board are still of the opinion that the establishment of a High School *at this time,* would be a premature movement. . . . It should be remarked here, that one of the departments of the Webster school may, at a proper time, without much difficulty, be changed into a High School, or an institution of similar character." [78]

In 1855 the First Department was devoted chiefly to the common branches. Instruction was given in but four higher branches—General History, Astronomy, Physiology, and Algebra with 45 pupils in General History and 19 in each of the other three subjects.[79] In February, 1855, the First District was dissolved and the management of the schools was placed entirely in the hands of the First School Society.[80] The cause of this change in control is not clear and its effect upon the future high school development, of course cannot be stated but it is significant that many parents refused to send their children to the Webster School.

"It is known to the Board that many parents are anxiously waiting for the organization of such a school [high school], that they may send their children to it, and thus derive some direct personal advantage from their taxes which they cannot obtain from the ordinary Grammar Schools." [81]

In 1856 the First School Society became the New Haven City School District by an amendment to a bill abolishing School Societies, passed at the last session of the General

[78] *Ibid.,* p. 12.
[79] *Report of Board of Visitors of First School Society,* 1855, p. 36.
[80] *Ibid.,* p. 31.
[81] *Ibid.,* p. 18.

Assembly. Under the law the district was permitted to choose a Board of Education of nine members which controlled the city district entirely independently of the town.[82]

In the report for 1856 the Board of Visitors called attention to the fact that since the Webster School had been established as a model graded school in order to prepare pupils properly for high school, "a high school should now be established." The report considered the main objections that had been proposed against such an institution, answering each objection and recommending the school's establishment "at the earliest practicable day." [83] The following year Daniel C. Gilman, Acting School Visitor, referred in his report to the remarks in the last annual report of the State Superintendent of Schools, that with a high school "New Haven will possess a system of educational institutions, from the primary school to the university, unsurpassed by any place in the Union." Mr. Gilman suggested that a committee should be appointed to "prepare a plan, to be submitted to the public, for organizing such an institution." [84]

In 1858, room No. 8 of the Eaton School and room No. 6 of the Webster School provided instruction in Higher Arithmetic, Algebra and Geometry, Elements of Natural Philosophy and Science, Physical Geography, Drawing Maps illustrative of Physical Geography, Introduction to Ancient and Modern History, Hooker's Physiology, and Book-keeping.[85] It is evident that the higher departments in the Eaton and Webster schools were ap-

[82] *Report of First School Society,* 1856, p. 33.
[83] *Ibid.,* p. 4 f.
[84] *Annual Report of Board of Education,* 1857, p. 17.
[85] *Ibid.,* 1858, p. 14 f.

proaching the status of high school departments so far as the curriculum was concerned. "Prior to the last [1858] annual meeting of the School District, the Board of Education were authorized to procure a lot and erect upon it a school house, suitable for the accommodation of eight hundred scholars or more." An effort was made to locate a suitable lot but without result. The increase in number of primary pupils was such that early in the autumn it was found necessary to provide more seating space in some of the existing buildings or by renting rooms wherever possible. The Board managed to secure the needed space but in the spring the same difficulty arose again. To provide for this necessity a high school was finally established.

"The rooms appropriated to the oldest scholars in the Webster and Eaton schools have never been fully occupied, for the simple reason that a sufficient number of scholars, advanced in their studies, have not applied for admission. About half the seats in each of these two rooms have accordingly been vacant. It was evident, therefore, that if the upper classes in the Eaton and Webster schools could be united and instructed as one school, the space which they had occupied could be filled with younger scholars. In this way the district would gain for primary scholars, the seats then appropriated to older scholars but not fully occupied. . . .

"This plan received the unanimous approval of the Board. But the question was immediately asked what shall be done with scholars to be removed from these higher rooms? They were far from having completed such a course of study as they ought to pursue in the Public Schools; they were ready and eager to go forward in their education; their parents were paying the school tax. It was clear that some provision must be made for them.

"Fortunately for the District, the upper rooms in the building of the Young Men's Institute were then unoccupied. The position was central, and yet removed from a thorough-

fare. The edifice was already mainly devoted to educational purposes. The Hall in the upper story would furnish seats for a hundred scholars or more, while on the next floor below were ample rooms for the purposes of recitation. Finally, the Directors of the Young Men's Institute were ready to accede to the proposition of the Board of Education, to hire for one year the rooms which were necessary for the High School, with the privilege of extending the lease, if desired.

"Fortunately in another particular, there was no reason for hesitation. Mr. William Kinne, the Principal of the Eaton School, was thoroughly qualified to take charge of the new enterprise. He had been a tutor in Yale College, and an instructor in the Boston Latin School. As master of the Eaton School, he had gained the confidence of the Board and of the public in New Haven. He had been the teacher of half the scholars who would attend the new school.

"After carefully weighing these various considerations, and reviewing also the action of the District in previous years, which recognized a High School as an essential part of the Graded system, the Board of Education voted to open a High School in the building of the Young Men's Institute, and to appoint Mr. Kinne principal.

"Candidates were required to be at least twelve years old, and to pass an examination in Practical Arithmetic, in English Grammar and in Geography, and to spell and write well."

The high school was opened May 16, 1859 with eighty-five pupils, thirty-nine boys and forty-six girls.[86] The school seems to have been a success from the beginning. In its annual report the Board of Education congratulated "the District upon the prosperity and increasing efficiency which have marked the whole course of the past school year—much of which may properly be traced to the influence of the high school upon the grammar and lower schools." [87]

In January, 1863, the high school was removed to the

[86] *Annual Report of Board of Education,* 1859, p. 11 f.
[87] *Ibid.,* 1860, p. 3 f.

Hillhouse School building, or the old Lancasterian School House.[88] The following September, the Public Latin School was opened.

"By means of this School the study of Latin is begun much earlier than could otherwise be done in the Public Schools. The ordinary English studies are pursued at the same time with Latin. It is connected with the High School, the teachers of the two Schools interchanging work as circumstances may demand." [89]

The character of the student population may be judged to some degree by the age of the students, and the character of their early training. The range of ages of the high school pupils while in attendance extended from 12 years to 20 years with the exception that two pupils, a boy and a girl, were admitted at the age of 11 years. The range of ages of the Public Latin School which admitted both boys and girls was from 10 years to 16 years. The total number of high school students admitted during the period 1859 to 1865, inclusive, was 399, 31 of whom were admitted from the Latin School, but the great majority came from the Webster and Eaton schools. The total number admitted to the Public Latin School during the period 1863 to 1865, inclusive, was 112, most of whom were from the Webster School and private schools.[90]

It required a decade of investigation and discussion before the school authorities of New Haven were ready to carry out the suggestion of the Board of Visitors made in 1850. A number of influences were responsible for the apparently dilatory policy displayed during this period. The uncertain results of the Hartford experiment, the

[88] *Catalogue of the Public High School,* 1859-66, p. 3.
[89] *Ibid.,* p. 16.
[90] *Ibid.,* p. 5 f.

conservative attitude of the New Haven leaders, and the existence of private institutions such as the Hopkins Grammar School were the most important factors involved. Because of the late development of the high school New Haven's contribution is uncertain.

II. OTHER EFFORTS AT HIGH SCHOOL DEVELOPMENT BEFORE 1865

A number of early attempts to establish high schools were made before 1840. Probably the earliest record of the establishment of a high school in Connecticut was that of Bridgeport in 1827. "This institution was founded by the first Bridgeport district in the autumn of 1827, with the view of giving a higher character to public school instruction, than it has sustained in Connecticut for some years past. In its general plan it copies the New York High School, which was taken for a model. There are two departments—one for boys, and one for girls, under the direction of a principal and assistant in each. The studies pursued are intended to embrace the various branches of English education necessary to prepare youth for the active pursuits of future life." The enrollment varied from 200 to 240.[91] Unfortunately it has been impossible to trace the later development of this early high school. It probably disappeared early as it is not mentioned again in any of the early educational literature. The present high school in Bridgeport was not established until 1876.[92]

In May, 1840, the Secretary of the Board of Commissioners of Common Schools reported that "four School

[91] *American Journal of Education*, III, p. 489 (1828).
[92] Steiner: *History of Education in Connecticut*, p. 56.

societies are returned as maintaining a common school of a higher order, for the more advanced scholars." [93] The school reports of that year indicate that three of those schools were Danbury, Middletown, and Wethersfield, but the fourth is unknown. Wethersfield was probably the first of this group. The *Connecticut Common School Journal* reported that "the meeting which was held in the 1st School Society in September, has resulted in the establishment of a High School for all children over twelve years of age in this society." [94] The length of the term was 24 weeks and the attendance was 36 males and 21 females of whom 17 were over 16 years of age. One male teacher was employed at $41 a month not including board. The school was a winter school only.[95] The same authority reported that in Danbury a "high school" was "supported in part by a fund, and in part by public money and tuition, with 60 students." [96] The Middletown high school has been treated in more detail elsewhere. The actual character of these high schools established at Wethersfield and Danbury is uncertain and they probably were short lived. Permanent high schools were not established in either town until after 1865. The fourth school referred to may have been in Bridgeport.

No doubt many other towns made early attempts with results similar to Bridgeport, Wethersfield and Danbury. The only other high school permanently established be-

[93] "Second Report of Secretary of Board of Commissioners of Common Schools, 1840" (*Connecticut Common School Journal,* I, p. 210, June, 1840).

[94] *Connecticut Common School Journal,* II, No. 4, p. 65, November, 1839.

[95] "Second Annual Report of the Board of Commissioners of Common Schools, 1839-40" (*Connecticut Common School Journal,* II, p. 221).

[96] *Ibid.,* p. 221.

fore 1865 and of which there is a definite record was that of Danielsonville, established in 1860.[97]

Another type of institution performing the functions of a public high school deserves notice here—the Norwich Free Academy incorporated in 1854,[98] and opened October 21, 1856.[99] The events leading up to the establishment of this institution as a substitute for a public high school are vividly portrayed by Brown [100] and will not be repeated here. It may be added that the example of Norwich was not imitated by other towns and it occupies a place in this discussion merely as an interesting variation in secondary school development in Connecticut. It had probably most of the characteristics of the public high school except public support and public control. A small incidental fee or tuition was charged of all students resident in Norwich and a somewhat larger fee for nonresidents. This practice of charging tuition was common in the high schools in Connecticut before 1865, however. The school began with an enrollment of 80 students the first year and has had a very successful career. The original subscription of $76,000 was used for the construction of an Academy building and providing equipment and the establishment of an endowment fund of $50,000. The endowment has been increased by the subsequent addition of other gifts.[101]

[97] Steiner: *op. cit.*, p. 56.
[98] Barnard: *op. cit.*, II, p. 687.
[99] *Ibid.*, p. 671.
[100] Brown: *Making of Our Middle Schools*, p. 314 f.
[101] Barnard: *op. cit.*, II, p. 687.

TABLE XI

HIGH SCHOOLS ESTABLISHED IN CONNECTICUT BEFORE 1865

City or Town	*Date of Establishment*
Middletown	1840
Hartford	1847
New Britain	1850
Waterbury	1851
New Haven	1859
Danielsonville	1860

CHAPTER IX

VERMONT, THE INFLUENCE OF LOCAL SOCIAL AND ECONOMIC FORCES

I. EARLY HIGH SCHOOLS IN VERMONT

1. Brattleboro

In 1832 an organization known as the Brattleboro High School Association was incorporated. The articles of incorporation provided "That there be, and hereby is, constituted and established a High School for young masters, ladies, and misses, in the east village of the town of Brattleborough, . . ." The board of control made up of such men as John Holbrook, Francis Goodhue, Joseph Fessenden and others, was to be known as the "Brattleboro' High School Association." The year previous John Holbrook and others had purchased land to the value of $6000 on which the high school building was erected in the year 1832. It is probable that the first term of school in this building was kept during the winter of 1833.[1]

As early as 1834 Rev. Addison Brown, brother of John S. Brown the principal of the high school, made the public schools a theme of discourse at his church on Fast Day. From this time on there was continued discussion of a new system for the public schools. It is prob-

[1] Cabot: *Annals of Brattleboro,* I, p. 400 f.

able that the reorganization which took place a few years later was due more to the efforts of Addison Brown than to any other individual. "With persistance and confidence, under some bitter persecution and but little, if any, encouragement, he labored on, until seven years saw the accomplishment of his wishes. . . . In the autumn of 1841, sufficient interest was excited upon this subject, as to call several meetings, attended by both sexes, to hear a discussion of the new system, as advocated by Mr. Brown." In the discussions which followed it became evident to real estate owners and men of property in general that they would be benefited by having good schools, as a knowledge of the fact would induce people to come to live in Brattleboro because of the educational advantages. Consequently there was no further opposition and the proposition carried.

L. G. Mead, C. Davis and Joseph Steen were elected a prudential committee and instructed to reorganize the schools upon the plan proposed. Moses Woolson was the first teacher of the central or high school.[2] His selection was a most fortunate one for the new venture and here began, in the autumn of 1841,[3] not only the public high school of Vermont but the career of a unique character in high school history in the nineteenth century. The building owned by the Brattleboro High School Association was purchased by the district in 1841 to house the new public high school.[4]

Brattleboro was the first town in Vermont to adopt a graded system similar to that being organized throughout

[2] Burnham: *Brattleboro*, p. 41.
[3] *Ibid.*, p. 21.
[4] *Ibid.*

Massachusetts. The expense of the system was at first less than $2000 per year.[5] The records of the early high school are so meager that there is little to indicate its character. From a pupil's note book kept during the winter term of 1846-47 the "names of the scholars who attend school the winter term, 1846" show the enrollment to have been thirty-five boys and thirty-six girls. In this same note book the "List of Studies at the Central School at the Winter Term, 1846" was "Davies's Algebra, Adams's Arithmetic, Davies's Arithmetic, Colburn's Arithmetic, Worcester's Geography, History of England, History of the United States, American School Reader, Porter's Rhetorical Reader." [6]

A significant sidelight upon the early development of Brattleboro schools is found in a contemporary state report. The difficulties met with by the promoters of the system are related in detail.

"Some (there were honorable exceptions) of the wealthiest taxpayers, resisted the efforts of the friends of the system, because they had educated their children in the select schools; while the poorer class were influenced to believe that the system was designed to educate the children of their more favored neighbors."

By tact on the part of the promoters of the new system the objectors were quieted.

"The high school is now based upon a foundation not to be shaken; for it has taken deep root in the affections of the community, and is sustained and cherished by their most ardent exertions and wishes for its prosperity and perpetuity."

The report sets forth the advantages of the high school as follows:

[5] *Ibid.*, p. 41.
[6] Cabot: *op. cit.*, p. 403 f.

"In exerting a most favorable influence upon the primary schools. . . . Again, one half, and even a greater fraction, of the children of the village, it is apprehended, would be unable to bear the expense of anything like a full course of instruction in select schools, while under the present system they are carried through studies, covering six or eight years, at a trifling expense."

Other advantages proposed were the development of a democratic spirit among the youth and a feeling of pride among the citizens in this community undertaking. "Its influence has collected a well selected and much read library of nine hundred volumes, and created a taste for reading among all classes." Better teachers and needed uniformity in books and course of studies were secured. "The effect upon the whole community has been favorably felt, in directing attention to the subject of education." The cost was $1500 for forty-three weeks of school each year.[7]

It is impossible to determine with any degree of certainty the true character of Brattleboro High School before 1865. There seems to be an absolute lack of records or other official data concerning the school throughout the period under consideration. An occasional glimpse may be had of the school activities in the newspapers of the day. In March, 1865, "the proceeds of the High School Exhibition, which amounted to about $125, are to be devoted to paying for the new school house bell." The performance was repeated on Saturday evening following for the benefit of B. F. Bingham, principal. The program was four hours long and consisted of declamations, recitations, farces, and other features, and closed with remarks

[7] *Second Report of the Board of Education, Maine,* 1848, p. 48 f.

by J. S. Adams, Secretary of the State Board of Education.[8] From the same source a year later it appears that "during the past year the number of pupils at the High School has been 58, average attendance 55. The largest number of tardies in any term is 15 and smallest 5." [9]

Brattleboro contained two separate villages—East Brattleboro and West Brattleboro.[10] The academy established in 1801 was located in West Brattleboro. The Brattleboro High School of 1832 and its successor the public high school were located in East Brattleboro. It is not clear whether the public high school served both villages in the early years. It is very likely that the academy continued to draw rather largely on the pupil population of the west village during the early period. In spite of the dearth of authentic information concerning the high school, the frequent reference to the success of the school as found in the early educational literature of Vermont is the best of evidence of its importance in the high school movement in the state.

2. Windsor

The references to early education in Windsor indicate that its public schools were the ordinary district schools and instruction in the higher branches was provided by private schools or academies such as Union Academy,[11] Windsor Female Academy and Juvenile College,[12] Mr.

[8] *Vermont Record,* III, No. 8, p. 124, March 11, 1865.
[9] *Ibid.,* IV, No. 11, p. 172, March 16, 1866.
[10] George: *Gazetteer* (1822), p. 34.
[11] Spooner's *Vermont Journal,* Whole No. 1693, January 15, 1816, p. 4.
[12] *Ibid.,* Whole No. 1757, April 7, 1817, p. 4.

Eastman's School,[13] Windsor Academy [14] and other less pretentious private schools. In 1844 the town contained two "seminaries of learning," one for both ladies and gentlemen and the other exclusively for ladies, at either of which the student might obtain a thorough classical and English education. There were also three public or free schools where all branches of English studies were taught.[15]

The provisions for education in Windsor were not satisfactory. A meeting of the legal voters of the School District was held July 18, 1844 "to see what measures will be taken to raise money for continuing our free schools." No record of the proceedings of this meeting has been found but something evidently resulted from that or subsequent meetings held during the year. The editor of the *Vermont Journal* noticed "with much pleasure that a new plan on which to conduct our Common Schools, has been proposed, and it is likely to receive the unanimous and cordial support of our citizens . . . our youth could obtain as thorough an English and Classical education as at the best Academies in New England." [16] A few months later the School Committee made a lengthy report, describing the new school organization that had been carried out at the direction of the school district.

The Committee reported that it had repaired the schoolhouse and prepared it for the accommodation of all the scholars of the district. "This was done by removing all the partitions—throwing the whole lower story into a single commodious room for the High Schools, and divid-

[13] *Ibid.*, XLIII, No. 2227, April 10, 1826, p. 4.
[14] *Vermont Journal*, I, July 25, 1844, p. 3.
[15] *Ibid.*, I, No. 1, June 20, 1844, p. 2.
[16] *Ibid.*, I, No. 29, January 4, 1845, p. 2.

ing the second story into two rooms for the Primary and Grammar Schools. . . . The High School-room has seats for 100 scholars, the Grammar School-room for 66, and that of the Primary School will accommodate, if necessary, 100 or more."

Rev. O. H. Staples was selected as principal of the high school. Miss Barrett and Miss Morey were engaged to teach the grammar and primary schools. At the close of the spring vacation the schools were opened under the new arrangement.

"The whole number of scholars in the schools has been in the High School 78, in the Grammar School 69, in the Primary School 76—total 223. During the first term in the High School the number was 49, and the average attendance 35, . . . Your committee have frequently visited the schools, and have found very gratifying progress made towards realizing the full benefits of the new organization. . . . The schools are so arranged that the children of the district will now be able to pursue a regular course of studies, beginning with the alphabet, and continuing as far as in our best Academies."

The cost of instruction in the high school for thirteen weeks was $81. The regular term for the high school was fixed at forty weeks and an assistant, Miss Wellman, was employed. Pupils admitted to the high school from "abroad" made the assistant teacher necessary but the tuition fees more than paid the salary of the assistant,[17] which at that time was very meager.

In 1850 annual examinations were held in February by the Visiting Committee and parents and others were invited to attend.[18] In June, 1859, "the annual examina-

[17] *Report of School Committee,* 1845. (Published in *Vermont Journal,* II, No. 23, November 26, 1845, p. 2.)
[18] Windsor, *Vermont Chronicle,* February 26, 1850, p. 35.

tions of the Windsor High School were held on Friday and Saturday." Mr. Dana was principal at that time and the number of pupils for the term was 80. The results of the examination were very creditable to both principal and students.[19]

The schools of Windsor as organized in 1860 show that the reorganization as carried out in 1844-45 was a success. The district system still existed in Windsor village but the high school was attended by pupils from the whole village as well as by non-residents from other towns and even other states. The whole number of students enrolled in the high school for the year 1859-60 was 103, 51 for the spring term, 60 for the fall term, and 78 for the winter term. Judah Dana, A.M., was principal and Lycortas B. Hall was assistant. The studies of the high school were "Reading, Spelling, Writing, Arithmetic, English Grammar, Geography, and such higher studies as are commonly pursued in High Schools and Academies, with exercises in composition and declamation."

The extent to which higher branches were taught is shown by the fact that 47 studied Latin and 8 studied Greek during the year 1859-60. The textbooks adopted for the high school are a further indication of the extent to which instruction in higher branches was provided. The textbooks for 1859-60 were as follows:

"ENGLISH LITERATURE.—The Bible; Sargent's Fourth and Fifth Readers; Wells's Grammar; Class-Book of Prose and Poetry; Willard's History of the United States; Webster's Dictionary; Worcester's Spelling-Book.

NATURAL SCIENCE.—Fitch's Physical Geography; Wells's Chemistry.

[19] *Vermont School Journal and Family Visitor,* I, No. II, June, 1859, p. 71.

MATHEMATICS.—Greenleaf's Arithmetic; Thomson's Day's Algebra; Davies's Bourdon; Loomis's Geometry.

LATIN.—Andrews & Stoddard's Grammar; New Liber Primus; Andrews's Sallust; Gould's, Cooper's and Bowen's Virgil; Folsom's Cicero.

GREEK.—Crosby's Grammar, Lessons and Anabasis; and Felton's Homer's Iliad."

A public examination of the high school was held at the close of the winter term. Examinations for admission to the high school were held at the close of each term, "by the Committee with the assistance of the Teachers." Promotions were made from the grammar school to the high school "only on certificate of the Committee." The committee referred to was the Prudential Committee of three members.

"The Tuition established by vote of the District, (to be paid in advance,) is as follows:

HIGH SCHOOL.—Common English Branches, per week	35 cts.
Higher English, Algebra, Latin, Greek	45 "
GRAMMAR SCHOOL.—English Branches, per week	45 "
PRIMARY SCHOOLS.—Per week	25 " "[20]

It is evident from this tuition charge applied to the lower schools as well as to the high school that the instruction was not free as was the case in 1845 when the system was established.

It is readily seen that Windsor High School had its origins in the old district school system. It was similar to Brattleboro in its origins, except that there is no indication that a union district was actually formed. How-

[20] *Catalogue of Officers, Instructors and Students of the Public Schools of the Third School District, Windsor,* 1859-60.

ever, judging from the school system as it actually developed after 1845 it had all the characteristics of a union district with the high school open to all the districts of the village.

3. Burlington

In 1849 Burlington was a town of nearly 8000 population. The people were determined to open the high school to girls as well as boys. "At primary meetings of five of the Village Districts—the 10th, 12th, 13th, 14th, and 15th—it was voted to form a 'Union District, under an Act of the Legislature passed in 1841, for the purpose of supporting a High School." On December 28, 1849, the union was consummated by the surrender of the academy property, by the incorporators, to the Prudential Committee of the new district. In February, 1850, the first term of the Burlington Union High School was opened with Joel T. Benedict as principal and his wife as preceptress. The grade of work offered during the first term may be judged from the textbooks used: Town's Reader, and Speller, Morse's Geography, Adam's Arithmetic and Ollendorf's French System.

The school year 1849-50 was a year of transition and at its close Mr. Benedict resigned. H. N. Hubbard took up the work and instituted a new system in which each district had a primary and middle school. Instruction in the high school was confined to higher mathematics, natural science, history, moral and intellectual philosophy and, in the classical department, Latin and Greek. Compositions were required fortnightly and declamations once a month. It was not only a fitting school for college but

also a finishing academy [21] for those who stopped before going to college. Tuition was free to all residents of the Union District. Mr. Hubbard remained as principal until 1852 and taught the languages. His assistants were S. H. Peabody the first year and H. B. Buckham the second year. Miss Jane Noble was teacher of English and French for a number of years.

After Mr. Hubbard left, his successors were S. H. Peabody, 1852-3; H. B. Buckham, 1853-4; C. W. Thompson, 1854-56; C. W. Walker, F. H. Waterman, and Davis G. Moore, one term each, 1856-57; A. A. Smith, 1857-59; Edward Conant, 1859-60; Richard H. Stone, 1860-61; and I. U. Camp, 1861-68. The number of assistants varied from two to three up to 1868. By an act of the Legislature approved November 19, 1867, and accepted by the City as a part of its charter, the school districts were abolished and the property passed into the control of the new Board of School Commissioners. On May 29, 1869, the Trustees of the "Burlington High School" executed a deed to the City of Burlington of its lot and building on the corner of College and Willard streets and the needed reorganization began.[22]

It is evident from this brief sketch that the institution known after 1869 as Burlington High School had a continuous history beginning in 1816. Although in the early years the instruction was not free and in the thirties and forties girls were not admitted, it had, however, many of

[21] This was a semi-private high school or academy which was established in 1816, and had many of the characteristics of a public school with a high school department. In 1829 it was incorporated as the Burlington High School.

[22] This account is based upon Allen's Sketch of the Burlington Academy and High School, published in *Vermont Antiquarian Society: Proceedings and Papers,* I, No. 1.

the features of the later free public high school and is an excellent example of a type of development to be found throughout most of the New England states before the Civil War. Even in Massachusetts, with its compulsory high school policy, examples of this type may be found as in the case of Framingham. The point in its history at which the institution assumed the main characteristics of the public high school was in 1850 when it became the Burlington Union High School.[23] Without doubt that was the date when secondary education became free to all members of the community who were qualified to enter.

Burlington High School probably represented the best development in public secondary education in Vermont before 1865 and its character was due in great measure to the long and continuous development, through varying stages, of one institution which played such a prominent part in the training of the youth of the community. An important factor contributing to its success was the presence of the University of Vermont which supplied the institution throughout its long career with college trained men as principals and teachers, and provided an atmosphere of culture that fostered a progressive educational spirit.

4. Montpelier

An act incorporating the Montpelier Academy was passed November 7, 1800. The Washington County Grammar School was incorporated in November, 1813, the act providing that "the rents and profits of certain lands in said county should be appropriated for the bene-

[23] *Vermont School Register for District No. A, Union High School, in the town of Burlington,* 1859-60 *and* 1860-61 (MS.).

fit of the school." This institution continued for almost fifty years, as one of the few county grammar schools actually established.[24]

In 1850 a movement was started looking to the establishment of a union school district in Montpelier. The Abstract of School Returns for 1850 shows that the number of children in the town was 697 and the total expenditures for public district schools were $750.10. The great majority of children were in Montpelier village and judging from the number of weeks of schooling and the amount expended, the education provided was of unsatisfactory character.[25] At the town meeting in March, 1850, a committee was appointed "to inquire into the expediency of & to report a plan for uniting the several school districts of the village of the Town." In the committee's report which was presented at a subsequent meeting no definite recommendations were made. Inquiries were made and correspondence was carried on with the result that the committee found but one town from which they were able to get a report on the practical application of the plan, namely Brattleboro.

"Your committee have been informed that similar results have been experienced in other places. And your Committee are inclined to the Opinion that the system and design of these union School Districts are highly worthy of the careful and candid consideration of our Citizens. . . . And it must be admitted by all that our present schools are greatly deficient in uniformity and in inspiring a lively and universal interest throughout the community." [26]

The committee did not report a plan for two reasons:

[24] *Records of Washington County Grammar School* (MS.).
[25] *Montpelier Town Records* (MS.), Book I (1849-1863), p. 39.
[26] *Ibid.*, p. 51.

"The *first* is that we are not sufficiently informed in regard to the workings of the several plans and experiments, to form an opinion as to which is the best, or whether any of these is adapted to our circumstances. The second is that a Town Meeting has no jurisdiction over the matter; and besides it will be noticed that the proposed system will probably annihilate, or rather incorporate into itself our Academy; and it will require much consideration and consultation in order to adopt the System and yet preserve to this place the benefits of the County Grammar School Funds." [27]

It is evident that the chief obstacle at the time was the one which retarded secondary education in Vermont for the better part of a half century—the county grammar school system, founded upon a meager land grant plan.

The next action of which there is a definite record was taken by Rev. William Lord of the Grammar School Trustees. He moved on July 11, 1856, that a system of graded schools be provided. Messrs. Lord, Merrill and Walton were appointed a committee with instructions to devise a plan for a system of graded schools in connection with Washington County Grammar School. The plan was submitted June 24, 1857, and Charles Reed and Henry Nutt were added to the committee. A final report of the building committee was accepted July 13, 1857. In the same month the several districts held meetings at which it was severally voted to form an association of the several districts. The new organization became a fact at a meeting held July 22, 1857. One of the first acts of the new district was the appointment of a committee of ten to provide a building for a high school and to confer with the Trustees of the Washington County Grammar School. Up to this time it seems that both the Trustees

[27] *Ibid.*, p. 51 f.

of the Grammar School and the leaders interested in the improvement of the public common schools were working independently toward the same goal. A very significant entry occurs in the Grammar School Records under date of July 23, 1857,—a complete statement of the state auditor's report dated December 22, 1856, relative to the land holdings of Washington County Grammar School. According to the report the total amount of land situated in the County and belonging to the school was 2432 acres with an annual rental of $358.22.

The committee appointed by the union district purchased land for the new building September 10, 1857. A building committee of three was appointed, but two years elapsed before the building was completed. In the meantime, the Legislature passed "An act to enlarge the powers of the Montpelier Union District." The act was passed in November, 1858 but much discussion was provoked and it was not finally adopted until November 21, 1859. It preserved the original districts as units entering into the union district, and provided that each of the four districts select one member of the Prudential Committee, while the union district should elect the President of the Board as a fifth member. In April of the same year an arrangement was perfected whereby "Union of Action" between the union district and the Washington County Grammar School was secured.

In this arrangement the Grammar School Trustees agreed to apply the avails of their real estate toward the expense of the new school building; to apply the annual income from public lands, then estimated at $356, to the use and support of their school, and to supply academic instruction to designated pupils of the union district.

It was understood that the Grammar School remained in all respects a county institution. On its part the union district leased and conveyed to the Grammar School such rooms as might prove requisite for its own convenience, and agreed to keep the building in proper repair and insured.

Each corporation retained its powers as to appointment of teachers "and all other matters to the fullest extent," but it was understood that on all questions pertaining to their mutual interests there should be a consultation of their respective committees. The Judges of Washington County Court including the Presiding Judge were made arbiters in the event of misunderstandings concerning school policy.

The plan went into effect in September, 1859, with the opening of the new building, which had been constructed at a cost of $20,000, raised on the grand list of the districts concerned.[28] The school was organized on the basis of six grades, the first five each having a separate teacher. The sixth grade was the Grammar School or high school and occupied two rooms, the boys in one and the girls in the other. M. M. Marsh had charge of the boys and Mrs. Marsh, the girls. Instruction was free in the first five grades to all residents of the district but tuition was charged at the rate of $2 per term for non-residents in the lower grades and all students in the Grammar School. The enrollment for the first year was 63 in the Grammar School and 453 in the lower grades. The year consisted of four terms of ten weeks each.[29]

[28] "Third Annual Report of Vermont Board of Education" (in *Vermont School Journal,* I, No. VIII, p. 191 f., November, 1859).

[29] The foregoing account is based largely upon DeBoer: "Brief

The exact status of this double-geared system of *free* instruction in the elementary school and *fee* instruction in the secondary school presented a problem for the town superintendent. In 1860, he reported to the town that he had "visited all the schools kept in the new school building at the head of School Street except the Academical Department. That being not strickley (sic) a common school, I have doubted whether it was my legal duty to visit it as a Superintendant (sic)." He observed also "I have found all the schools in the new building in a much better condition than I ever saw our schools in before. There is a decided improvement in the Appearance of the pupils in behavior, manners & also in the order thoroughness, correctness, & progress being made in the several departments." [30] This statement coming from Mr. Ballou who had been town superintendent since back in the forties and was one of the committee in 1850 that drew such a dismal picture of school conditions in Montpelier at that time, deserves consideration and speaks well indeed for the new system just closing its first year of actual achievement.

D. D. Gorham became "Preceptor of Montpelier Union School" in 1860 and continued as such for eleven years. His administration was a very successful one and to him is due much credit for the high character which the school maintained in those early years. A few old records of the actual school activities are still preserved that throw light upon the curriculum and other features of the school.

Sketch of Montpelier Schools" (*Catalogue of Montpelier Union School and Washington County Grammar School,* 1892, pp. 41-56). Constant reference was made also to the *Records of Washington County Grammar School* (MS.).

[30] *Montpelier Town Records,* Book I, 1849-63 (MS.), p. 243.

A list of subjects taught, dated December 3, 1860, included "Arithmetic, Grammar, Analysis, Natural Philosophy, Latin Lessons, Arnold's Latin, Latin Reader, Cæsar, Cicero, Virgil, Greek Lessons, Greek Lessons & Grammar, Greek 1st, Greek 2nd." A second list adds "Anabasis, High School Geography, Class Reading." A third list adds "Algebra, 1st French, 2nd French, 3rd French, 2nd Botany." [31] Other subjects appeared, probably in response to a demand on the part of students. Geometry and the Constitution of the United States were first taught in February, 1862.[32] Astronomy was taught first in September, 1862.[33] Livy and the Odyssey appeared in April, 1862.[34] In addition to the subjects listed a course in Elocution was given to gentlemen and ladies separately in April, 1862.[35]

At this point there occurs a break in the records, the class books having been lost or destroyed. The daily schedule for the term beginning September 5, 1866, the records of which have been preserved, shows that two rooms were devoted to the high school work and that the school day was divided into eight periods, four in the morning and four in the afternoon. The subjects provided for in the schedule were Arithmetic, Algebra, Geometry, Analysis, Physiology, Natural Philosophy, French, Latin Book, Cæsar, Cicero, Virgil, Greek Book and Xenophon.[36] The school year probably closed with an exhibition or graduation exercise judging from

[31] Gorham: *Class Book,* Dec. 3rd, 1860 (MS.).
[32] *Ibid.,* February 3, 1862.
[33] *Ibid.,* Sept. 1st, 1862.
[34] *Ibid.,* April 21st, 1862.
[35] *Ibid.,* April 21st, 1862.
[36] *Ibid.,* Sept. 5, 1866.

an entry in Mr. Gorham's Class Book which gave a list of subjects: "Russia," "Valedictory," "Life," "Scholars Aim," "Arts and Sciences," with a pupil's name set opposite each.[37]

Very little is known concerning the number and character of the school population before 1865. The only evidence to be found is gleaned from a series of records whose author is unknown but they bear the appearance of authenticity and may be accepted in lieu of anything more reliable. The registration of students for the quarter commencing September 3, 1861 was 37 males and 43 females with the average age of 16.4 and 15.7 years respectively. The registration for the term beginning April 21, 1862 was 25 males and 26 females, the ages not being recorded.[38] So far as the records are available tuition was required of all students attending the Grammar or High School. In 1860 the fee was $3.50 per quarter regardless of the subjects pursued.[39]

This brief sketch of the "Montpelier Union School and Washington County Grammar School" and of its predecessor the Washington County Grammar School presents merely a variation of a general type to which all the early Vermont high schools belong. Each community developed its first high school in the period before 1865 to meet its local needs. The influences that were common to Vermont towns determined the general direction and scope of this development but the local community influences, which were extremely democratic in character, determined the peculiar variations to be found in each town.

[37] *Ibid.*, April 21st, 1862.
[38] *Montpelier Union School* [*Register of students*] (MS.), September, 1861 to April, 1862.
[39] Gorham: *op. cit.*, Dec. 3rd, 1860.

5. St. Johnsbury

The development of secondary education in St. Johnsbury was peculiar and represented a combination of a union district high school and a private academy. In 1842 St. Johnsbury Academy was founded with James K. Colby as principal. From the beginning the school was a success. In the first catalogue, published in 1843, 101 students were enrolled and four years later there were 251 students.[40]

The union school movement spread during the forties and fifties throughout the state. In St. Johnsbury a union school was opened November 22, 1856, with Andrew E. Rankin as principal.[41] The schools were organized in three grades, primary, intermediate and high school. This plan continued until 1864 when arrangements were made by which the union high school and the St. Johnsbury Academy were to be united under the superintendence of J .K. Colby. The object of the union was to furnish "a higher grade of school for the instruction of advanced scholars in English and Classical studies." [42]

It is not certain whether this arrangement was actually carried out as no further reference to the union can be found. Other evidence indicates that the high school continued with an average yearly attendance of 27 at an annual cost of $70 per student until 1874 when the high school was discontinued and advanced pupils were sent to the academy for a three-year course, the tuition being $30 per year.[43]

[40] Bush: *History of Education in Vermont,* p. 124 f.
[41] Fairbanks: *The Town of St. Johnsbury,* p. 252.
[42] *The Caledonian,* Vol. 28, No. 6, August 5, 1864, p. 3.
[43] Fairbanks: *op. cit.,* p. 252 f.

6. St. Albans

The history of St. Albans High School would hardly be complete without some reference to the Franklin County Grammar School chartered in 1799 and located at St. Albans. In 1840 the Female Seminary was opened in a building constructed for its use in 1839. This institution was controlled by the trustees of the Franklin County Grammar School, and was intended to be a female department of that institution. The two schools were united in August, 1847 and conducted in the Seminary building. This was the beginning of co-education in St. Albans, except as it existed in the district schools. Chauncey H. Hayden was the first preceptor and Miss Emily Baker, a former student and teacher in Miss Willard's famous Troy Seminary, was the preceptress.

In the same year in which the Franklin County Grammar School was chartered, 1799, the town of St. Albans was divided into six districts for the organization of common schools. The "Center District" developed into district No. 4 and in October, 1851, the town voted to unite districts No. 4 and No. 12 under the name of "District No. 4." "This consolidation included an arrangement between the trustees of the Franklin County Grammar School and the Female Seminary, and the prudential committee of District No. 4 whereby all scholars belonging to the district were made eligible to all school privileges alike, those outside to pay tuition." The arrangement was immediately successful and within a few years the school population had far outgrown the capacity of the school plant.

On January 27, 1860 a resolution was passed by the

town which provided for the erection of two new buildings one of which was to be a central school building to cost not more than $6000. A building committee was appointed which was authorized to make arrangements with the trustees of the Franklin County Grammar School for the lease of the school lot on which to construct the new academy building. The building was completed in June, 1861 and the union school opened in the following September. The agreement between the trustees of the Franklin County Grammar School and the Prudential Committee of District No. 4 was as follows:

"The Union School District No. 4, in consideration of the free use of the Academy lot, together with the control of all tuitions, land rents, and other property belonging and accruing to said Academy, is bound to provide, free of rent, on the first or second floor of said building, a capacious and convenient furnished room or rooms, to accommodate at least one hundred students, for the exclusive use, occupancy, and control, at all times, of the trustees and their successors in office, and subject to the further proviso, that said district shall not use or occupy any portion of said premises for other than school purposes."

The Franklin County Grammar School was installed in the south hall of this new building and carried on its work under the direction of J. S. D. Taylor until 1869 when the high school department was established with Joseph W. Taylor as principal. The change which occurred in 1869 was really a change in name only for the Grammar School had performed the functions of a high school in great measure after the union in 1851 and after the agreement in 1861 all that was lacking was the name.[44]

[44] This sketch is based upon Watson, Mrs. S. A.: *Educational History of St. Albans;* and Landon, S. A.: *History of the St. Albans*

The development in St. Albans resembles very closely that in Montpelier. It is very likely that each was influenced by the other to a large degree, judging from the procedure followed by the two towns.

II. THE EXPANSION OF THE GRADED SYSTEM AND THE UNION HIGH SCHOOL

There is frequent reference in educational literature of Vermont to the Rutland Union School, established in 1857.[45] The plan of organization was similar to that of Brattleboro [46] and the high school was known as Rutland Union High School until 1867 when a Rutland Graded High School was incorporated.[47] Other towns credited with high schools before 1865 are Bellows Falls, in 1858;[48] East Hardwick, in 1859;[49] and Swanton, in 1862. The latter town was authorized to establish a union district, with power to grade the school. The school was divided into three distinct grades—primary, intermediate and high school. It was established in 1862 with C. D. Mead as the principal and was a "success in all its main features."[50] Vergennes probably established a high school about 1865 which had its origin in the union of a Grammar School or academy, and graded

High School [St. Albans High School] *Academic,* XI, No. 3, December, 1897, pp. 7-19).

[45] Bush: *op. cit.,* p. 61.

[46] *Ibid.,* p. 22.

[47] *Ibid.,* p. 63.

[48] *Second Annual Report of Secretary of Vermont Board of Education,* 1858, p. 13.

[49] *Third Annual Report of Secretary of Vermont Board of Education,* 1859, p. 7.

[50] *Ninth Annual Report of Secretary of Board of Education,* 1865, p. 45.

school.[51] There may have been other high schools established in Vermont before 1865, but if there were, the educational records and literature of the period do not bear witness to their existence.

Vermont high school development before 1865 was determined largely by local social and economic conditions. The general tendency to establish union high schools or to convert existing academies and county grammar schools into public high schools for union school districts was the result of local and state leadership. The leaders in the movement received their inspiration from the work of Mann in Massachusetts and Barnard in Rhode Island and Connecticut. The many variations were probably due to the democratic spirit for which Vermont is so well-known.

TABLE XII

HIGH SCHOOLS ESTABLISHED IN VERMONT BEFORE 1865

City or Town	*Date of Establishment*
Brattleboro	1841
Windsor	1844
Burlington	1850
St. Johnsbury	1856
Rutland	1857
Bellows Falls	1858
East Hardwick	1859
Montpelier	1859
St. Albans (1851)	1861
Swanton	1862
Vergennes	1865 ?

[51] Correspondence of W. H. Carter, Principal of Vergennes High School, February 6, 1922.

CHAPTER X

RHODE ISLAND, THE INFLUENCE OF DEMOCRATIC LEADERSHIP

I. CENTERS OF DEVELOPMENT

1. Providence

Agitation for a high school in Providence had been going on for a number of years and in 1828 resulted in the report of a committee composed of Francis Wayland, William T. Grinnell and Thomas Waterman. After a visit to Boston for the purpose of studying the schools there a report written by Doctor Wayland was presented on April 22. Among other significant recommendations dealing with gradation and general school organization the report contains the following:

"If, in addition to these two grades of schools, a single school for the whole town be established, of a more elevated character, to enter which it shall be necessary to have been proficient in all the studies of the grammar schools, and in which should be taught a more perfect and scientific knowledge of geography, bookkeeping, arithmetic, algebra, geometry, navigation, moral and natural philosophy, natural history, the elements of political economy, and the Constitution of the United States, and the Latin and Greek languages; we think that our system of instruction would be such as to do honor to the public spirit of the commercial and manufacturing metropolis, but not at all beyond what is demanded by the

advanced intelligence of the age. Whether a high school, of somewhat the same character, for girls, might not also be desirable and expedient, would be a matter for future consideration." [1]

The report closed with four recommendations, the last of which being "That a public high school be established, in which shall be taught all the branches necessary to a useful, mercantile and classical education." [2] Nothing resulted from this recommendation for the establishment of a high school.

In 1832 Providence became a city. The first school committee under the new charter consisted of twenty men of whom the Hon. Samuel W. Bridgham, mayor, was the chairman. His attitude toward education was shown in his inaugural address in which he observed that "in a free government, education, which elevates the mind, diffuses virtue, and leads to virtue, is the surest foundation of freedom and public safety." [3]

"In August, 1835, a special effort was made in the school committee to improve the character and increase the number of schools under their care. It was urged by some of the members of that body, that the establishing of a high school, in which the older and more advanced boys might pursue the higher branches of an English education, would tend to improve the grammar schools. It was urged that the removal of these pupils from the grammar schools would allow the masters to devote their attention to the mass of their scholars, instead of to a few already advanced beyond the common studies, and engaged in pursuing the higher branches. It was also urged that the establishment of a high school would afford a healthful stimulus to the boys in the grammar schools,

[1] "Report of the Committee on Public Schools" (*American Journal of Education,* III, p. 391, 1828).
[2] *Ibid.,* p. 396.
[3] Stockwell: *History of Public Education in Rhode Island,* p. 175.

and urge them onward in their studies, in order that they might become qualified for admission to such school.

"The subject was referred to a special committee with instructions to examine into the expedience of having a 'free high school' established and to report the result of their examination. This Committee presented a report in the form of a series of resolutions, which were adopted by a vote of two-thirds of the school Committee. Among these resolutions was the following: 'That it is highly desirable and expedient that a high school should be established in this city, for the instruction of young men in the higher branches of a good English education; and that said high school be established by this committee, should a provision for the same be made by the city government.'" [4]

The City Council considered it inexpedient to establish such a school and voted against it.

The reorganization of 1828 no longer met the needs of Providence with its rapid growth in population. In 1837 the Providence Association of Mechanics and Manufacturers took up the fight for a needed reorganization. A memorial, written by George Baker, President of the Association, asserted that "the public schools of the city were wholly inadequate to the wants of the community, and far short of what might be expected from its present opulence." The arguments of the memorialists were backed by an array of facts and comparative data that could not be refuted. As a remedy for the unsatisfactory conditions it was proposed that intermediate schools and the teaching of higher branches in the "Writing Schools" be established. The memorial was referred by the City Council to a committee which reported a plan of reorganization. This plan being unsatisfactory, another

[4] *Ibid.*, p. 176. (Quoted from Barnard's *Rhode Island School Report.*)

was presented. It provided for twelve primary, eight intermediate and four high schools. Then began an extended conflict between the Board of Aldermen and the Common Council which lasted until the end of the municipal year 1836-37 without result. The election of Aldermen and Council for the next year made the school question an issue and the reformers won. A complete reorganization was favored by a large majority of the new City Council.

In Common Council, June 26, 1837, it was "Resolved that Messrs. Stephen T. Olney, Henry Anthony, Amherst Everett, John L. Hughes, Seth Padelford and James E. Butts, with such as the Board of Aldermen may add, be a Committee to take into consideration the expediency of a new organization of the Public Schools of this City; and that said Committee be, and they are, hereby directed to report, at the next meeting of the City Council, a plan for such improvements in the system of public school education in this city, as they may deem expedient." [5] The resolution was concurred in by the Board of Aldermen on the same day and Alderman Cody was added to the Committee. On August 29, the City Council "Resolved, That the Committee appointed to take into consideration the expediency of a new organization of the Public Schools, be empowered to raise a Sub-Committee of two, to visit the schools in Boston, Salem, Lowell, and New Bedford." [6] J. L. Hughes and Thomas R. Holden were made a subcommittee and they presented a full report to the Committee of the City Council September 25, 1837. The

[5] *Report of City Council Committee on New Organization of Public Schools,* 1837, p. 2. (In Rider Collection, Brown University.)
[6] *Ibid.,* p. 2.

sub-committee visited all the cities except New Bedford, and spent a short time in Charlestown. The details of the report indicate the care with which the schools visited were observed. All phases of the school organization were examined and reported. The impression made upon the committee by the high schools in the cities visited was significant. No doubt the unqualified popular endorsement of the high schools in those cities had tremendous effect. Further evidence of this effect is seen in the fact that the recommendations of the committee, put in form of resolutions, gave decided prominence to the high school. In concluding their report "the Committee offered the following Resolutions:

FIRST. That it is expedient that the number of schools in this city be increased to seventeen, not including the schools for children of color.

SECOND. That it is expedient that said schools be of the following descriptions, viz.: One High School, six Grammar and Writing Schools, ten Primary Schools.

THIRD. That in the opinion of the City Council, no child ought to be admitted into the Primary Schools at a less age than four years; into the Grammar and Writing Schools at a less age than seven years; nor into the High School at a less age than twelve years, unless by special permission of the School Committee.

FOURTH. That in the opinion of the City Council, no pupil ought to remain in the High School longer than three years unless by special permission of the School Committee, and in no case unless the same is not full.

FIFTH. That in the opinion of the City Council, the Principal of the High School should be paid one thousand dollars per annum; the assistant teachers seven hundred and fifty dollars per annum; the Masters of the Grammar and Writing Schools, eight hundred dollars per annum; the Principals of the Primary Schools, two hundred and fifty dollars per annum; the Assistant Teachers one hundred and seventy-five dollars per annum.

SIXTH. That in the opinion of the City Council, it is expedient to establish a Superintendent of the Public Schools.
SEVENTH. That in the opinion of the City Council, the Superintendent of the Public Schools should be paid a salary of eight hundred dollars per annum.
EIGHTH. That the High School should be instituted for the purpose of fitting young men for college and for perfecting those who are not intended for a Collegiate course of study, in the branches of a good English education.
NINTH. That it is expedient that the High School Shall be open for candidates from all the schools in the city, once a year, . . . ; and that for admission into the High School, candidates from the Public Schools shall have preference over all others." [7]

The report of the joint-committee and the sub-committee was received and ordered printed and distributed among the freemen of the city. "The City Council struggled with this report for months. There was strong opposition to the proposed reorganization of the school system in the City Council and out of it. All sorts of expedients were adopted for defeating the passage of any bill making liberal provisions for public education." [8] "An Ordinance in relation to the Public Schools" passed April 9, 1838. It contained the following important provisions:

Section 1. Be it ordained by the City Council of the City of Providence, that from and after the 7th (?) day of September, A.D., 1838, the number of Public Schools in Said City Shall be Seventeen (not including Schools for colored children) and that Said Schools Shall be of the following description, to wit: One High School, Six Grammar and Writing Schools, Ten Primary Schools. And that free instruction Shall be therein given, to the children of all the

[7] *Ibid.*, p. 13 f.
[8] *City Document*, 1878, No. 29. "Sketch of Establishment of High School," p. 7.

inhabitants of the city, who may See fit to avail themselves thereof Subject only to the rules and regulations hereinafter contained and provided for.

Sec. 2. . . . That the High School Shall be under the care of a Preceptor and one or more Assistant teachers, and thorough instruction Shall be given therein in All the branches of a good English education; and instruction Shall also be given therein to all the pupils whose parents or guardians may desire it, in all the preparatory branches of a classical education.

"Sec. 3. The High School shall not at any time contain more than two hundred pupils, of which number not more than one hundred shall be females, except when the number of male pupils shall be less than one hundred: in which case, an additional number of females may be admitted, until the School shall be filled, under such conditions as the School Committee may prescribe." [9]

In spite of the delay caused by the failure of the City Council to make the necessary appropriations, the School Committee continued to plan. On October 14, 1839, it "Resolved, That the lot on the corner of Benefit and Angell Streets, be and the same is hereby designated as a suitable site for the purpose of erecting thereon a High School House, or a Grammar and Writing School House, or both, and that the Building Committee be requested to purchase the same." [10] The by-laws and regulations published by the School Committee in 1840 include specific regulations concerning the high school—duties of principal and teachers, salaries, keeping of records, reports, annual exhibitions, etc.[11] The following year the City Council showed that its interest in the high school was still alive by passing an ordinance giving "the School

[9] *Records of School Committee* [Vol.] No. 3, p. 48 f. (MS.).
[10] *Ibid.*, p. 87.
[11] *School Committee: By-laws and Regulations,* 1840, p. 19 f.

Committee power to reduce the salaries of the assistant teachers in the High School. . . ." [12]

It is probable that the delay in the establishment of the high school was due to a number of circumstances, the most important being the extensive building program upon which the city was launched in April, 1838. No sooner had the ordinance providing for a reorganization passed the City Council than that body "appointed a committee to 'examine all the public school-houses, and report if any changes in them were necessary,' The committee appeared to find that changes were needed. They placidly reported that 'all the old school-houses were unfit for use in their present condition, and were all either too small, too dilapidated, or too badly constructed to be worth repairing.' " [13] Another committee was appointed to prepare plans and estimates for the new school-houses, and Nathan Bishop was chosen "Superintendent of Public Schools." Before the close of 1842 all the new school-houses, except the high school, had been completed. Another cause for the long delay may be found in the general financial situation after 1837 which affected for a number of years any extensive public improvement such as Providence had outlined for its schools.

By the time the elementary schools had been constructed the old hostility to the high school arose again. The conflict was carried on in the City Council and in the newspapers. Its opponents argued that it was aristocratic and unconstitutional; that "it would educate children above working for their support"; that "poor children

[12] *Providence Daily Journal,* September 14, 1841, p. 2.
[13] *City Document,* 1878, No. 29. "Sketch of the Establishment of the High School," p. 8.

would never be seen in it"; that "the city was already too much in debt. One of the most effective arguments brought against the school was the assertion that public opinion had changed since the adoption of the school ordinance, and that a majority of the citizens were opposed to the expenditure in which the erection and maintenance of a High School would involve the city. To meet this objection it was proposed to submit the question of having a High School to the voters of the city. There was fear and trembling as to the result, but when the ballots were counted the majority in favor of a High School was much greater than any of the friends of the school had dared to expect." [14]

To make matters worse Rhode Island was in the throes of a revolution. Social changes of great consequence were taking place. One of the leaders in the new educational reorganization, Thomas Dorr, was a leader in the political conflict and his leadership was lost to the schools as a result of the Dorr War.

In spite of the delay that had been occasioned, the high school building was begun in 1841 and completed within two years. As it approached completion another movement was started aiming to convert the new building into a city hall. Another period of conflict took place in which the Providence *Journal* led the fight for the high school. This movement failed also and with it, all further opposition to the high school program. The building was completed and dedicated March 20, 1843. Including the cost of land, curbing, grading, and other items, the building cost $21,484.79.[15]

[14] *Ibid.*, p. 9.
[15] *Ibid.*, p. 10.

The School Committee, on June 9, 1843, decided to defer the appointment of a "Principal of the High School" and instructed the superintendent of schools to act in that capacity, relieving him of the duty of examining the primary schools. This plan was continued permanently. "The school had four teachers, each called an assistant teacher, and each paid less than was paid to the masters in the Grammar Schools." [16] Among the first four high school teachers was Albert Harkness, later renowned as a classical scholar. In 1851 Mr. Bishop resigned as superintendent of schools and principal of the high school to become superintendent of Boston Public Schools. Samuel S. Greene, a teacher in Boston and first superintendent of Springfield Public Schools, became his successor. Mr. Greene served four years, resigning in 1855 to devote his full time to the Professorship of Didactics in Brown University. Rev. Daniel Leach became superintendent and served throughout the period with which we are concerned. The personnel of the high school faculty changed frequently because of the growth in school population which made additional teachers necessary. This was also a period of high school and academy growth throughout New England and good teachers were in constant demand, a condition which caused frequent shifting from one place to another. Not counting the superintendents of schools who were nominally principals of the high school, 24 different men served as regular teachers in the boys' department and 19 women in the girls' department before 1865.[17]

"The Girls' Department at the beginning and for many

[16] *Ibid.*, p. 11.
[17] *Ibid.*, p. 66.

years after was distinct from the rest of the school, with separate schoolrooms, teachers, and recitations. . . . The two sexes met only for weekly exercises in singing, for exhibitions and similar gatherings of the whole school, and occasionally to witness experiments in Chemistry and Physics." [18] In 1855 the boys' department was divided into an "English and Scientific Department" with a four years' course, and a "Classical Department" with a three years' course.[19] For a number of years the boys had two daily sessions and the girls, one session. The growth of the school was at first very slow. The limit had been set at two hundred pupils and 114 boys and 131 girls entered the first year. Up until 1853 the enrollment was scarcely larger than at the beginning. During the second decade a gradual increase began.[20] This slow growth in high school population is difficult to understand in the light of the present educational conditions when we consider that the population of the city of Providence more than doubled from 1840 to 1860 and the total public school attendance increased more than fourfold over the same period. But we must remember that the private academy, a powerful rival of the public high school until 1860, was strongly entrenched in Providence. The great high school development here as well as elsewhere, began at the close of the Civil War and after the period of our study.

There is no record of graduation or of the issue of diplomas before 1857, but a record has been kept since that time. Annual exhibitions were held every year be-

[18] *Report of School Committee,* 1899-1900, p. 247.
[19] *City Document* 1878, No. 29, p. 66.
[20] *Report of School Committee,* 1899-1900, p. 247.

ginning with 1853 but it is uncertain whether such exercises before 1857 marked the completion of a definite curriculum by a graduating class. The first of these "Annual Exhibitions" of which we have record was held Friday, May 20, 1853 [21] and in the same month each year thereafter.

The example set by Providence was followed by six other towns before 1865: Newport, Warren, Bristol, Woonsocket, Pawtucket and Westerly.[22] The information concerning this early development is meager because School Committees in Rhode Island were not accustomed to the printing of annual reports. It will not be necessary to attempt a detailed account of each of the six high schools mentioned, in as much as the development in Providence represents fairly well the practices followed by these schools.

2. Newport

It is probable that Newport established its high school shortly after 1843, although the exact date cannot be determined from any of the available data. The most recent study declares that "Newport established a public high school at the same period" [23] as the one at Providence. The beginning of reorganization of the schools of Newport dates from 1827, at least a year before the second reorganization at Providence. In that reorganization there was no mention of a high school. The only subject of secondary character to be offered at that time was

[21] *Order of Exercises for the Annual Exhibition of the High School,* Friday, May 20, 1853.
[22] Carrol: *Public Education in Rhode Island,* p. 235.
[23] *Ibid.,* p. 235.

book-keeping.[24] Nothing more of consequence seems to have occurred until 1844 when the School Committee "feel bound to express the opinion, that the time is come for an advancement in our upper schools, upon higher branches of study than have yet been pursued." This committee felt that attention should be given to "natural and mental philosophy," "political economy," and "the science of government".

"The Committee would ask, if such subjects as these they have named are not something more than mere accomplishments—if they are not essential parts of a common school education; essential parts of that education which every free community ought to be trying, at least, to devise some way of furnishing its rising generation? Is it not time, in short, that we began to think seriously of carrying our school system to its proper height, while we attend to the enlargement and expansion of the base?" [25]

Four years later the committee gave a brief account of the schools, reporting "that there are under their care, seven primary schools, a school for colored children, three intermediate or grammar schools, and a boys' and girls' senior department; the last of which, from necessity embraces in it an intermediate school and is taught by a principal and assistant, and has accommodations for ninety pupils." [26] In April, 1855 the Committee reported two high schools.[27] "The high school seems to have undergone a varied and fluctuating existence, having been originally established under that name; then reduced for economy, to a 'senior department' of the grammar schools;

[24] *Resolution of Town Meeting,* March 25, 1827.
[25] Higginson and Clarke: *Sketch of the Public Schools in the City of Newport,* p. 7.
[26] *Ibid.,* p. 8.
[27] *Ibid.,* p. 10.

then reorganized, in 1863, as a high school, the sexes being separated; then consolidated into a 'mixed school' in 1864-5; . . ." [28]

With 1865 a new era in the history of the Newport public schools began. The office of superintendent was created and Rev. Micah Talbot was the first incumbent taking up his duties August 1 of that year. Other reforms followed immediately, such as the admission of colored children to the same privileges as white children, coeducation (first introduced in the high school the previous school year), systematic grading of the schools, the adoption of a uniform system of studies and the establishment of standards of promotion.[29] The year 1865 marks the beginning of a new period for the Newport High School. In spite of the vacillating policy pursued up to that time, the institution had become firmly established and ready for the splendid future which it has so fully realized as the Rogers High School after 1873.

3. Warren

No public education was provided by Warren before 1828, and no school houses were erected or provided at the expense of the town until 1842. All buildings used for school purposes were rented by the town. In 1842 the town purchased the lower story of the Masonic Hall building in Warren village and opened a school there. Other buildings were erected by the town in the years following.[30] "On the 7th of April, 1847, the town voted

[28] *Annual Report of School Committee, etc.,* 1892-93, p. 19 f.
[29] *Ibid.,* p. 19 f.
[30] Field: *State of Rhode Island and Providence Plantations; A History,* p. 287.

$10,000 for the erection of a school building in the West district; this resulted in the building of a fine and commodious brick structure, which was dedicated September 11, 1848. In this building an excellent high school was established. . . . Isaac F. Cady was appointed first principal, and held the position for many years." [31] The records of school development in Warren during the early period are unsatisfactory and yield but little information beyond the bare facts just recited.[32]

4. Bristol

The year 1848 marked a period of great activity in the building of school houses, and in other educational matters. In 1849 the office of superintendent of schools was created with an annual salary not to exceed two hundred dollars. Rev. Thomas Shepard was the first superintendent and held office for six years. The appointment of Mr. Shepard was of great significance because of his keen interest in educational progress.[33]

For a long time some of the more liberal minded of the citizens of Bristol had felt the need of a higher course of study than that pursued in the grammar school. "But the least suggestion of such a thing was met by violent opposition. . . . But the project had among its supporters three men of culture and influence, whose own liberal education enabled them to appreciate more clearly than most, the influence of a higher system of study, not only upon the students themselves, but also on the general

[31] *Ibid.*, p. 288.
[32] Griffin, A. A.: Correspondence. Mr. Griffin observes that there are "practically no data, the records of the early years were far from satisfactory for modern investigation."
[33] Stockwell: *op. cit.*, p. 297 f.

intelligence and cultivation. These were Rev. Thomas Shepard, Rev. James W. Cook and Rev. James Sykes." [34] In the autumn of 1848 the School Committee voted unanimously to establish a "Select School." It was called the "Select School" lest they "offend the prejudices of the town" by calling it the "High School." [35] Forty-five pupils were selected from the various schools in the town and the work began in 1849 in the lower part of the academy which had been purchased by the town for public school use in 1840.

There had developed such a prejudice toward the high school during the first few years that its critics used every opportunity to harass it. It was voted in town meeting in 1850 that the Committee be instructed to exclude Latin from the course. The opposition gradually disappeared and the principal was afterward permitted to teach both Latin and Greek to those students preparing for college. The name of the school was changed in 1852 from "Select" to "High." [36]

In 1864 the Normal School closed and remained closed for several years. The high school occupied at this time the upper rooms of the academy. In the spring of 1865 it was placed in Normal Hall where it remained for a number of years.[37]

5. *Woonsocket*

The origin of the town of Woonsocket and the gradual evolution of the school districts are an excellent example of the peculiar working of the district system. We shall

[34] *Ibid.*, p. 298 f.
[35] *Ibid.*, p. 298 f.
[36] *Ibid.*, p. 301.
[37] *Ibid.*, p. 303.

not attempt to retrace the steps in this process. However, the influence of the district plan is seen in the organization of the high school. In 1849 the districts making up the town of Woonsocket, the old numbering having been retained, were 1, 19, 2, 20, 17, and 3. In this year a movement which had started in 1846, was completed —the establishment of a consolidated district. This district was composed of the original districts 1, 19, 2, 20. "This consolidation was a great victory for the friends of education, for thereby the schools could be graded, and a High School established." The high school building was erected during the years 1848-49. It was built on land donated by Hon. Edward Harris, and cost about $8000. At the death of Dexter Ballou in 1849, he bequeathed fifteen shares of Providence and Worcester Railroad stock to the "Secondary or Grammar School of Woonsocket." [38]

The development of the high school during the period before 1865 is uncertain. We are informed that the high school "was formally established with well-defined course of study and graduation in 1874," and that there are no records or data previous to 1865.[39]

6. *Pawtucket*

The early high school development in Pawtucket was complicated by the fact that the town was a part of Massachusetts until 1862.[40] Up to this date that part of the town lying east of the Pawtucket River was under the jurisdiction of Massachusetts and that part lying

[38] *Ibid.*, p. 442 f.
[39] Spratt, C. C.: Correspondence, February 14, 1922.
[40] *Twenty-seventh Annual Report of Secretary of Board of Education—Massachusetts*, 1863-4, p. 36.

west belonged to Rhode Island. In government they were two entirely distinct towns but in other respects they were parts of one large community separated only by a narrow stream which in no way affected the common social and economic life of the people.

In 1828 the town of Pawtucket was set off from the town of Seekonk by the Massachusetts legislature. The first appropriation of the town for public schools amounted to $350 but in the following year, 1829, the amount was reduced to $300. The annual appropriation remained at this figure until 1839. In that year the School Committee made a report in town-meeting which presented the actual condition of the schools and aroused the citizens to action. Five hundred dollars was voted in 1839 and one thousand in 1840, and during 1840 and 1841 the schools were reorganized. "Two commodious school houses were erected, the schools in these houses graded, competent teachers placed in each school, with a grammar department in each house." [41] Instruction in the higher English branches and the languages had been provided since 1836 or earlier in an academy organized by a stock company. "The school rendered useful service; but, on the building of the school houses on Grove and Summit streets, as accommodation was provided for the different grades of schools, the Academy was discontinued, the building sold, and the company dissolved."

The closing of the academy hastened the establishment of a free high school. Population was increasing rapidly and by 1850 Pawtucket was required by the Massachusetts law to support a high school. For a time the town

[41] *Report of School Committee* 1873, p. 3 f., also Greene: *The Providence Plantations for 250 years*, p. 376.

neglected the matter; "but the School Committee could not reconcile it with their views of duty to the young, or of reverence to law, to tolerate any delay. A High School was accordingly established in May, 1855, and placed under the charge of Mr. William E. Tolman of Brown University." [42] One of the grammar schools that were established by the reorganization of 1841-42 was elevated to high school grade.[43]

In the meantime the western village in Rhode Island had been making futile attempts from time to time to establish a high school in conjunction with Central Falls; but local jealousies prevented. Many of the older pupils were sent to private schools in Providence, or across the river to the high school in the eastern village. When the boundary dispute between Massachusetts and Rhode Island was settled and the eastern town became a part of Rhode Island the two towns became one municipality and used the same high school.[44] "From that day to this [1873] there has been no want of money to continue the schools (throughout the town), thirty-nine weeks every year. . . . From the time the high school was instituted to the present day [1873], no scholar need leave town for any education short of the university." [45]

7. *Westerly*

A high school was established in Westerly in September, 1847. This school developed from the elementary school and was conducted forty-four weeks a year. In 1854 the State Commissioner reported a most excellent high school

[42] Goodrich: *Historical Sketch of the Town of Pawtucket,* p. 126 f.
[43] *Report of School Committee,* 1873, p. 4.
[44] Goodrich: *op. cit.,* p. 126 f.
[45] *Report of School Committee,* 1873, p. 4.

in Westerly. The salary of the high school teacher in that year was $450. The following year all schools were made free but this action was rescinded in 1857 and the high school was abolished. There is no record of such an institution until 1863 when the schools were again made free and the high school was reëstablished.[46]

Rhode Island, like Vermont, had an established tradition for democratic social control. Nowhere in all New England was there greater decentralization of school control. As a result each town proceeded in a truly democratic fashion to provide as it pleased regarding the edution of its children. Rhode Island was fortunate in having men of high ideals for its educational leaders; men such as Wayland, Howland, Dorr and Barnard. There were, however, social and economic factors of such complexity that the early development of the high school was retarded for a number of years. After the unrest of the early forties, culminating in the Dorr War, conditions assumed a more normal status. The high school development which followed was in line with the general movement throughout New England.

TABLE XIII

HIGH SCHOOLS ESTABLISHED IN RHODE ISLAND BEFORE 1865

City or Town	*Date of Establishment*
Providence	1843
Newport	1843 ?
Warren	1848
Bristol	1849
Woonsocket	1849
Pawtucket	1855
Westerly	(1847) 1863

[46] This brief sketch is based upon facts gleaned from the town records by Supt. W. H. Brown of Westerly.

CHAPTER XI

STATUS OF THE HIGH SCHOOL IN NEW ENGLAND IN 1865

A study of the high schools established after 1840 in all the New England states reveals the fact that there occurred little variation from the standards set up in the period before 1840. Whatever variations in practice occurred were the result of different local conditions. An analysis of the development after 1840 justifies the following conclusions:

As a rule the high schools of Massachusetts developed naturally out of the public common schools, by the addition of the higher branches. In sparsely settled towns, especially in western Massachusetts, the moving high school and the district high school were resorted to for a time during the fifties and sixties.

The high school development in Maine from 1840 to 1865 was retarded greatly by the district system and the academies. The high school practice in Maine was standardized in the three or four larger cities and towns before 1865 but the expansion throughout the state did not begin in real earnest until 1873 when state support was provided. The development of the high school in the smaller towns was largely to meet local needs and varied from the practice in the larger towns.

The policy of permissive legislation adopted by New

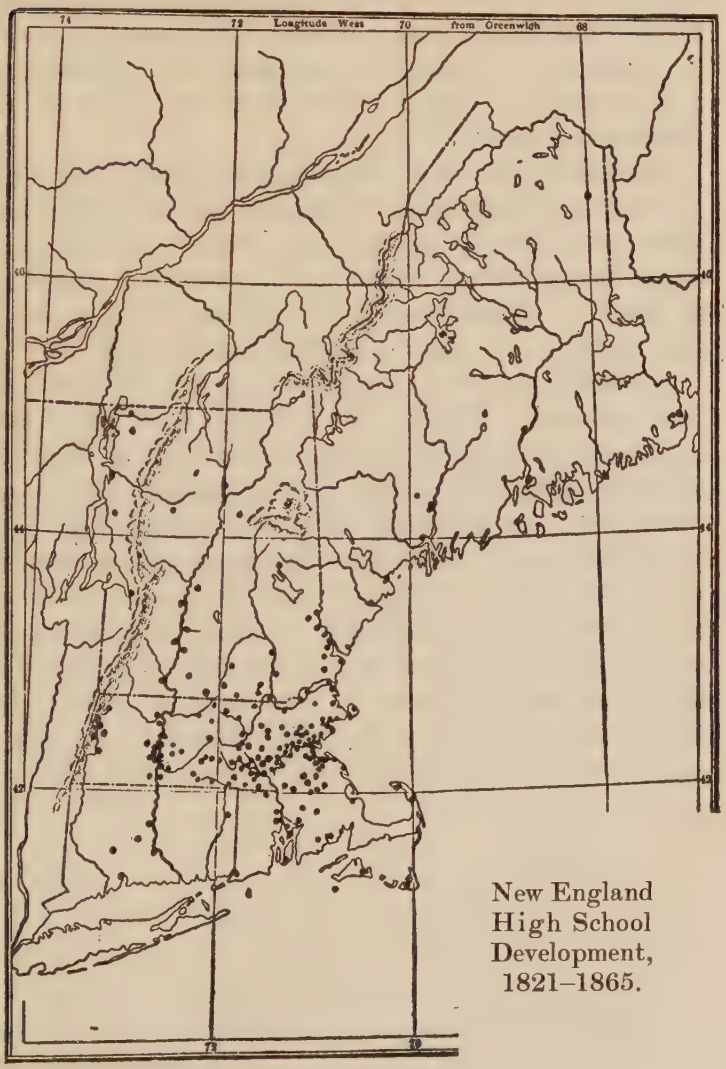
Hampshire had its beginnings in the various Portsmouth Acts which provided for town high schools. After 1840 the same legislative policy was applied to union districts and single districts. Practically all high schools established in New Hampshire after 1840 were co-educational and did not follow the example of Portsmouth which had separate high schools for boys and girls throughout the period before 1865. In most other respects they followed the standards set up by the earlier schools. High school development in New Hampshire was seriously retarded by the district system. This influence was overcome to a degree by the establishment of union districts, especially in the larger towns.

The high school movement in Connecticut began in 1840 at Middletown, by the establishment of a city school district and reached its highest standard in the Hartford Public High School. The high school organized on the plan of junior-senior departments was an unusual variation in Middletown and New Britain.

Three lines of development were practiced in Vermont in the organization of high schools. Brattleboro represented the high school as a part of the graded system. Burlington represented the union of public schools and the academy. Montpelier represented the union of the public schools with the old county grammar school. Democratic influences were remarkably strong and account for great variations in practice in Vermont.

High schools in Connecticut and Vermont were not free before 1865. In most instances there was a nominal tuition charge.

The Providence High School is probably the best example of the influence of social and economic forces in its



New England
High School
Development,
1821–1865.

origin. It was influenced directly by the high schools of Boston, Lowell and other eastern Massachusetts towns. It illustrates the force of leadership in a democracy. The development throughout Rhode Island followed the Providence practice.

The district system of New England seriously retarded high school development throughout the period before 1865. This influence was partially overcome by the grading of the elementary schools and organization of union districts. In Massachusetts the compulsory high school law served to counteract this influence after 1848.

Beginning with 1850 the high schools rapidly overcame the academies. By the close of the Civil War the academy was no longer a serious competitor of the high school in Massachusetts and was beginning to disappear throughout New England. In many instances the high school fell heir to the academy property and traditions. The period 1821 to 1865 is best characterized as a struggle between two institutional ideals. The establishment of the Boston English Classical School marked the beginning; and the decline of the academy marked the end. The outcome was the transfer of the first real American secondary school from private to public control.

PART III

EVOLUTION OF THE ESSENTIAL FEATURES AND PRACTICES OF THE HIGH SCHOOLS OF NEW ENGLAND BEFORE 1865

CHAPTER XII

AIM: ADMISSION REQUIREMENTS

I. THE AIM OF THE HIGH SCHOOL

The aim of the high school as first conceived is best expressed in the report of the Committee appointed to establish the Boston English Classical [High] School. The aim of that school was as follows:

"That those early habits of industry and application may be acquired, which are so essential in leading to a future life of virtue and usefulness . . . calculated to bring the powers of the mind into operation, . . . to qualify a youth to fill usefully and respectably many of those stations, both public and private, in which he may be placed . . . an education that shall fit him for active life, and shall serve as a foundation for eminence in his profession, whether mercantile or mechanical. . . ." [1]

On the other hand the Public Latin School from the beginning had for its chief aim, preparation for college. After 1821, therefore, Boston had secondary institutions for boys, separate and independent, whose aims were definitely stated in terms of social needs. Five years later the training for life activities was extended to girls of Boston for a brief period.[2] In 1824 Worcester led the way in the provision of secondary education for girls.

[1] *Semi-Centennial Anniversary of English High School,* 1871, p. 102 f.

[2] See page 44 f.

The aim of the Worcester Female High School was to provide training for girls of the Centre district parallel with that provided for boys by the Latin grammar school.[3] This could not mean preparation for college as there were no colleges that admitted girls. It probably meant instruction in the higher English branches as the course of instruction adopted implied.[4]

The first town that proposed a school with the dual aim of preparation for college and preparation for life activities was Plymouth. In a report of the Committee on Schools submitted April 29, 1826 it was recommended that the Latin Grammar School be converted into a high school "into which, scholars should be admitted from all the districts . . . for the purposes of a good practical English education, as well as for Greek and Latin." [5] This recommendation was adopted and the new school probably began in 1826 or 1827 with that aim in view. Portsmouth, New Hampshire, established a high school and a first female school about the same time but the aim of these early schools is not clear. Lowell established a high school in 1831 with the aim "both to perfect the English Education, which is begun in the Primary and Grammar Schools; and also to fit young men for College." [6] At about the same time Portland organized the English High School and discontinued the Latin School, the aim being to provide instruction in the higher English subjects and also to fit pupils for college.[7] Providence provided for the establishment of a high school in 1838 the aim being a

[3] See page 50 f.
[4] See page 290.
[5] [*Town*] *Records* (MS.), IV, p. 521, April 29, 1826.
[6] *American Annals of Education and Instruction,* II, p. 423 (1832).
[7] Elwell: *Schools of Portland,* p. 21.

thorough instruction in "all the branches of a good English education; . . . and in All the preparatory branches of a classical education." [8] It is evident that by 1840 with a few exceptions such as Boston, and Salem (until 1855), the high school had assumed the dual rôle of a college preparatory school and a training school for practical life activities.

After 1840, when the high school began to spread throughout New England the new schools that sprang up were no longer denominated "English High Schools" but simply "High Schools." Except in very small towns the two-fold aim was the rule. The application of the aim in its fullness, related only to boys. Throughout the period before 1865 no provision was necessary for college preparation for girls. Girls studied Latin in many schools after 1850 but not as a college preparatory subject. The aim of the high school so far as girls were concerned was that of a finishing school and a training for teaching in the public elementary and high schools.

The effort made by the high school to achieve the aims set forth may be judged from the courses of instruction offered. The results attained can be measured only in a very general way and that chiefly by the manner in which the institution with its ideals, aims, and practices was accepted by the people of New England. In the following pages are presented comparative data displaying briefly the effort made to achieve the aims of the high school. The success with which these efforts were accompanied may be judged by the rapid expansion of the high school before 1865, as set forth in the preceding pages.

[8] "Ordinance City Council, April 9, 1838," Section 2 (*Records of School Committee* (MS.), [Vol.] No. 3, p. 48).

II. ADMISSION REQUIREMENTS

The minimum requirements for admission to the high school varied somewhat at different periods and in different schools. Boston had the following in 1821 for the English Classical School:

"That the age of admission be not less than twelve years.

"That candidates for admission be proposed on a given day annually; but scholars, with suitable qualifications, may be admitted at any intermediate time to an advanced standing.

"That candidates for admission shall be subject to a strict examination, in such manner as the School Committee may direct, to ascertain their qualifications according to these rules.

"That it be required of every candidate to qualify him for admission, that he be well acquainted with reading, writing, English grammar in all its branches, and arithmetic as far as simple proportion." [9]

Compare with this the requirements for admission to the "Publick Latin School" in 1820:

"Boys are admitted to the Publick Latin School but once a year. The time of admission is the Friday next preceding the Commencement at Cambridge. Candidates for admission must be nine years old at least; well acquainted with the stops and marks used in writing, and with the various sounds and powers of letters; they must be able to write, and to read fluently; and to parse English Grammar, unless they have a knowledge of Latin, which shall be considered equivalent." [10]

A further comparison of the requirements for admission to the English department of Phillips Exeter Academy in 1818 shows the probable origin of the requirements adopted by the English Classical School.

[9] *Semi-Centennial Anniversary*, 1871, p. 103.
[10] *Prize Book No. 1.—Publick Latin School*—1820, p. 14 f.

"For admission into this department the candidate must be at least twelve years of age, and must have been well instructed in Reading and Spelling; familiarly acquainted with Arithmetic, through Simple Proportion with the exception of Fractions, with Murray's English Grammar through Syntax, and must be able to parse simple English sentences." [11]

The requirements for entrance to the Boston girls' high school in 1826 show some variation from those of the high school for boys. They provided as follows:

"That the candidates for admission to this school shall be *eleven,* and not more than *fifteen* years of age; allowance, in particular cases to be made according to the discretion of the School Committee; that they shall be admitted on examination in those studies which are pursued in the public Grammar schools of the city; and that the examination may be strict or otherwise, as the number of candidates shall hold relation to the accommodations provided for them." [12]

An analysis of the admission requirements adopted in Boston shows that the following standards were set up:

(1) Minimum age limit of twelve years for boys and eleven years for girls with a maximum age limit for girls of fifteen years.
(2) One annual date for admission of all regular male students.
(3) Admission by examination only. In the case of girls the strictness of the examination depended upon the number of candidates and the accommodations provided.
(4) Previous instruction in reading, writing, English grammar, and "arithmetic as far as simple propor-

[11] Bell: *Phillips Exeter Academy,* Appendix, p. 94.
[12] "Report of Committee on organization and Standing of Girls' High School" (Barnard: *American Journal of Education,* XIII, p. 246.)

tion" was required of boys and the studies of the public grammar schools were required of girls.

These four standards were followed rather generally by the high schools of New England before 1840. There were, however, exceptions and variations that deserve notice. In 1827 Portsmouth had adopted practically the same requirements except that the age was not specified, the number admitted was limited to sixty, with preference in favor of pupils from the Lancasterian school and the requirement of a certificate from the pupil's last instructor that he was not under censure.[13] In 1828 Plymouth required that applicants for admission to the high school by examination, "must be nine years of age, and able to read and spell well, to recite the common arithmetical tables, to perform operations in the four primary rules, and write a fair round hand."[14] This was practically the requirement for entrance to the Latin grammar school which had been converted into a high school, the year previous. In 1827 Salem added Geography to the list of subjects in which the examination for admission was required and further required that the candidate "procure from his last instructor a certificate of good moral character, & of respectable attainments in Reading, Writing, Arithmetic, Spelling, English Grammar and Geography."[15] The School Committee established a schedule of marks of merit to be used in selecting the candidates to be admitted.[16] At a subsequent meeting of the Committee it was "Voted That Boys may at any time

[13] *American Annals of Education and Instruction,* II, p. 302.
[14] *Old Colony Memorial,* Vol. VII, p. 3, November 15, 1828.
[15] *Records of Schools* (MS), Vol. I, p. 23, June 16, 1827.
[16] *Ibid.,* p. 23, June 27, 1827.

be admitted to the High School, provided they are properly qualified, and in the opinion of the School Committee, it can be done without injury to the School." [17] In 1831 the age limitation was removed [18] and in 1833 the limitation of the number to be admitted or enrolled in the school, at any one time, was also removed.[19]

Before 1840 the practice of admitting pupils to the high school on the basis of the grammar school work was adopted in some towns. Salem made this provision in 1836 and required that all pupils wishing to enter both the High School and the Latin School should appear for the examination "on Monday next following the last Wednesday of August, and at no other time, unless in the opinion of the Sub-Committee of these Schools they may be examined at other periods consistently with the arrangement and order of classes." [20] Providence, in the regulations of 1840, provided for a similar method of procedure with limitation as to age, number, and preference in favor of pupils of the public grammar schools.[21]

The examinations for admission, in the early years, were oral and usually conducted by the School Committee or a sub-committee appointed by the School Committee. The principal of the high school occasionally assisted in the examination. After 1840 the method of written examinations came into vogue. Worcester adopted the method of printed questions and written examinations in 1847.[22] The decade of the forties saw the addition of

[17] *Ibid.*, September 15, 1827.
[18] *Ibid.*, August 20, 1831.
[19] *Ibid.*, July 9, 1833.
[20] *Ibid.*, May 30, 1836.
[21] *By-laws and Regulations of the School Committee*, 1840, Chapter VII, p. 29 f.
[22] *Report of School Committee*, 1847, p. 11.

United States History to the requirements.[23] The minimum age limit and restriction to an arbitrary number disappeared in most places. Emphasis was placed upon a certificate of proficiency in the subjects of the grammar school, particularly those required for admission, and a certificate of good moral character. The practice of annual examinations only, gave way during the forties to examinations at the close of each term held by the high school principal assisted by the committee or by the teachers of the high school.[24]

Early in the fifties the admission procedure was very definitely established and changed but little before 1865. The procedure generally followed was the requirement of a certificate of good moral character and proficiency in the elementary school subjects, and the ability to pass a satisfactory examination, written and oral, in reading, writing, spelling, arithmetic, grammar, geography and United States history. A few schools still required a minimum age of twelve years and still others limited the number of entrants to an arbitrary number determined by the facilities of the school. A study of the entrance requirements of a considerable number of schools revealed only one other subject required for admission—physiology —by Worcester in 1862.[25]

In the beginning the admission procedure indicated a complete separation of the high school from the lower schools. This break gradually became less prominent judging from the less stringent formal regulations that appeared after 1840. The tendency in Connecticut (ex-

[23] Manchester, 1846; Hartford, 1848; Cambridge, 1849.
[24] Lowell, 1842; Fitchburg, 1849.
[25] *Worcester High School Thesaurus,* Vol. III, No. 9, p. 3, April 30, 1862.

cept Hartford), Rhode Island and Vermont was to give an increasingly greater emphasis to the certificate of proficiency in the elementary school subjects. The high schools of Massachusetts, Maine and New Hampshire were slower to lessen the emphasis on the formal examination, except in the smaller towns where the high school was in reality a higher department of the common school.

CHAPTER XIII

SUBJECTS OF INSTRUCTION

It has been pointed out that the aim of public secondary schools established by the law of 1647 in Massachusetts and imitated by the other New England colonies, was preparation for college. It was not until 1821 that a public secondary school was established with a different aim. Like all social institutions, it modelled its essential features upon certain acceptable features of existing institutions. The reaction against the old formal, aristocratic Latin grammar school was so strong that the first high schools consciously avoided the traditional subjects of instruction provided by that school. As a consequence the model for the course of instruction of the high schools of the early twenties was the general or English course of the academy or private school. Another reason for the acceptance of this model was the similarity of aims of the "general course" of the academy and the English high school—a preparation for the activities of life.

The degree to which the English high school accepted the course of instruction of the academy may be seen by a comparison of the following lists of subjects offered by Latin grammar schools, academies, and high schools before 1826. It must be remembered, however, that academies had learned to compete with the Latin grammar school and the private college preparatory school and offered also a "classical course."

A comparison of the lists of subjects in Table XIV reveals the models for the first English high schools. It reveals also the probable causes for the general unpopularity of the Latin grammar school with its course of instruction restricted almost entirely to the college preparatory subjects. The popularity of the academy is accounted for by its wise provision for both preparation for the university and preparation for life activities. The differentiation with regard to the varying needs of boys and girls is seen in the offerings of the two academies presented. The later development of the high school in New England through the influence of these models and the standardization attempted by the Massachusetts law of 1827 is evident from a study of the tables which follow.

Table XV presents the actual situation, in so far as data are available, about the time the Massachusetts standards were set up. It is clear from a study of the courses of instruction here presented that the minimum course of instruction of the Massachusetts high school, as provided for in the law of 1827, was based upon the courses of the Latin grammar school and the English high school as existing at that time. However, this combination may have been suggested by the courses of the academy as well as by these public institutions. The immediate influence of this principle is seen in Plymouth where the Latin grammar school was converted into a high school which retained for a number of years most of the features of the Latin grammar school.[1]

The degree to which the high school development in Massachusetts after 1827 influenced the practice in Maine and New Hampshire is seen in the character of the courses

[1] See page 55 f.

of instruction in Portland and Portsmouth. The data previous to 1836 for both towns are not sufficient to make comparisons. According to Table XVI, at that date Salem and Portland had clearly defined courses and it is probable that the certificate requirements of the Portsmouth act of 1836 reflected the needs and practices there. The subjects listed for Portsmouth are made up from the legal qualifications of the teachers in the high schools of the town, no other information being available. It is clear that legally the Portsmouth male and female high schools were English high schools strikingly similar to those of Boston and Worcester. Legal provision was not made for the inclusion of ancient and modern languages until 1845.[2]

The period of the forties was one of expansion of both the work of the high schools already established and of new high schools throughout New England. The beginnings of the movement in Connecticut, Vermont and Rhode Island are found in this decade. The most prominent change in the course of instruction was the differentiation of curricula. The aim of the high school had expanded to include both the preparation for college and the provision of higher English instruction. In all the schools considered in Table XVII the ancient languages were included in the course of instruction except in Brattleboro and even there the data available were so meagre that the character of the work actually done is uncertain. It is probable that the academy and the few county grammar schools existing continued to provide the preparation for college. The development of the special curricula will be

[2] *Laws of New Hampshire,* 1845, Chapter 220, section 6.

considered elsewhere in this study. It will suffice to call attention to the very striking similarity of the courses of instruction provided throughout New England as the comparative data in Table XVII present it. The outstanding common features are the common branches, elementary mathematics, science, intellectual and moral philosophy, history and the languages. The main change since 1827 was the inclusion of the languages and this was due to the merging of the English and Latin schools and the development of separate departments or curricula.

In the decade of 1850 to 1860, aside from the omission of mental and moral philosophy, there appears but little change in the content of the course of instruction. Meteorology appeared for the first time in the Springfield high school. The most significant point for consideration is the high degree of similarity of the offerings throughout New England. Table XVIII shows very clearly the status at the time.

An analysis of Table XIX shows that by 1865 the course of instruction in the High School had become established with a common core of subjects. These subjects, in some places, were grouped by departments based upon the content material rather than upon the external organization as in the early departmental development. The characteristics of this departmental development are discussed elsewhere in connection with the development of curricula.

TABLE XIV

Boston Publick Latin School[3] (*1820*)	*Phillips Exeter Academy*[4] (*1818*)		*Boston English Classical School*[5] (*1821*)	*Worcester Female High School*[6] (*1824*)	*New Haven Seminary*[7] (*1824*)	
	Classical Department	*English Department*			*First Course*	*Second Course*
Latin	Latin		Reading	Reading	Reading and Orthography	Latin
Greek	Greek		Exercises in Criticism		Criticism	Greek
						French
Geography	Geography	Geography	Geography	Geography	Geography	
Rhetoric	Composition	Rhetoric and Composition	Composition	Rhetoric and Composition	Rhetoric and Composition	Fine needlework
Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Perspective
Geometry	Geometry	Geometry	Geometry	Geometry	Euclid	Drawing
Algebra	Algebra	Algebra	Algebra	Algebra ?	Algebra	Landscape, Figure, flower and velvet painting
Declamation	Declamation	Declamation and forensic exercises	Declamation		Elocution	
	English Grammar	English Grammar	[Grammar]	Grammar	Grammar	Music
						Review of studies of first course.
	History, Roman and Ancient	History, U. S., Ancient and Modern	History, U. S., Ancient and Modern	History, U. S., and general	History, U. S., and general	
[Course covers a period of five years — reading, writing and arithmetic studied the first three years in private school]	[Subjects grouped in four years, the last being parallel with the first year of college]	Plane Trigonometry Mensuration Surveying Navigation	Plane Trigonometry Mensuration Surveying Navigation		Mathematics	
		Chemistry		Chemistry		[This course followed the First Course]
		Natural Philosophy	Natural Philosophy	Natural Philosophy	Botany Natural Philosophy	
			Astronomy	Astronomy	Astronomy	
		Moral Philosophy	Moral Philosophy	Bible	Moral Philosophy	
		Political Philosophy	Political Philosophy	Young Ladies' Class Book		
		Logic	Logic		Logic	
			Chronology		Chronology	
			Subjects added, 1823			
	[Subjects grouped in three years]		Bookkeeping	[No time limit]	Stenography	
			Evidences of Christianity		Evidences of Christianity	
			Natural Theology		Mineralogy	
			[Subjects grouped in three classes]		Philosophy of Mind	
					Writing and ornamental penmanship	
					[Four year course]	

[3] *Publick Latin School: Prize Book, No. I* [1820], p. 15 f.

[4] Bell: *Phillips Exeter Academy*, Appendix, p. 93 f.

[5] *Semi-Centennial Anniversary of English High School* [1871], p. 104.

[6] Jones: "Early Schools in Worcester" (in *Educational Administration and Supervision*. IV. No. 8. October, 1918, p. 422).

[7] *Catalogue*, 1824, p. 14 f.

TABLE XV

Boston Latin School [8] (1827)	*Boston English High School* [9] (1827)	*Boston Girls' High School* [10] (1826)	*Worcester Female High School* [11] (1828)	*Massachusetts Law* [12] (1827)
		Spelling		Orthography
Reading	Reading	Reading	Reading	Reading
		Writing	Writing	Writing
Grammar	Grammar	Grammar	Grammar	English Grammar
Geography	Geography	Geography	Geography	Geography
Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic
U. S. Constitution	U. S. History	History of U. S.		History of United States
	Bookkeeping	Bookkeeping		Book-keeping (Single Entry)
Geometry	Geometry	Geometry	Geometry	Geometry
	Surveying			Surveying
Algebra	Algebra	Algebra (elective)	Algebra	Algebra
Latin				Latin
Greek				Greek
	General History	General History	History	History
	Rhetoric	Rhetoric	Rhetoric	Rhetoric
		Logic (elective)		Logic
Composition	Composition	Composition	Composition	
Declamation	Declamation			
Forensics	Forensics			
Trigonometry				
Chronology	Chronology			
	Natural Philosophy	Natural Philosophy	Natural Philosophy	
	Astronomical Calculations	Astronomy	Astronomy	
	Evidences of Christianity	Evidences of Christianity	Bible	
	Natural Theology	Natural Theology	Moral Science	
	Literary Criticism			
	Navigation			
	Mensuration	Demonstrative Geometry (elective)		
	Arts and Sciences			
	Moral Philosophy	Moral Philosophy	Young Ladies' Class Book	
		Botany (elective)		
		History of England		
		French (elective)		
		Chemistry	Chemistry	
		History of Greece and Rome		
		Perspective		
		Projection of maps	Terrestrial Globes	

[8] *Regulations of Boston School Committee*, 1827, p. 7.

[9] *Ibid.*, p. 24.

[10] "Report of Committee on organization and standing of the Girls' High School" (Barnard: *American Journal of Education*, XIII, p. 246).

[11] *Worcester Centre School District: Regulations, etc.*, 1828, p. 7 f. The subjects of instruction in the Boys' English High School were the same except that Porter's Analysis was substituted for the Young Ladies' Class Book.

[12] *Laws of the State of Massachusetts, January session*, 1827, Chapter CXLIII.

TABLE XVI

Salem, Mass. High School [13] *(1836)*	*Portsmouth, N. H. High School* [14] *(1836)*	*Portland, Me. High School* [15] *(1837)*
	Common English Branches	Reading and Spelling Writing
Arithmetic		Arithmetic
Geography		Geography
English Grammar	English Grammar	English Grammar
English Composition		Composition
History		History
Algebra	Algebra	Algebra
Geometry	Geometry	Geometry
Trigonometry		Trigonometry (1836) [16]
Navigation	Navigation	
Surveying and Leveling	Surveying	Surveying
Use of Mathematical Instruments	Mensuration	
Construction of Maps and Charts		
Construction and use of Surveying Instruments		
Bookkeeping by Single and Double Entry	Bookkeeping	Bookkeeping
Physical Science	Natural History	Natural Philosophy
Astronomy	Astronomy	Astronomy (1836) [16]
Declamation		
French		Latin
Spanish		Greek
Moral Philosophy		
		Chemistry

[13] *Record of Schools*, Vol. I, May 30, 1836.
[14] *Laws of New Hampshire*, 1836, Chap. CCXI, Sec. 9.
[15] *Report of School Committee*, 1838, p. 2.
[16] *Ibid.*, 1836-37, p. 12.

Providence, R. I. High School[17] (*1840*)	*Manchester, N. H. High School*[18] (*1846*)	*Brattleboro, Vt. High School*[19] (*1846*)	*Hallowell, Me. High School*[20] (*1848*)	*Hartford, Conn. High School*[21] (*1848*)	*Cambridge, Mass. High School*[22] (*1849*)
Reading	Reading and Spelling	Reading	Reading, Spelling and Defining	Reading, Orthography and Definition	
Writing			Writing		
Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic
Grammar	Grammar		Grammar and Analysis	English Grammar and Analysis	Language
Geography		Geography		Geography	Geography
History of U.S. and General	History, English, French and General	History, U. S. and England	History, U. S. and General	History, U. S., England, France, Ancient	History
Algebra	Algebra		Algebra	Algebra	Algebra
Geometry	Geometry			Geometry	Geometry
Trigonometry	Trigonometry, Plane and Spherical			Trigonometry, Plane	Trigonometry
Surveying	Surveying			Surveying	
Navigation					
Mensuration				Mensuration	
Physiology	Physiology			Physiology	
Chemistry	Chemistry		Chemistry		Chemistry
Natural Philosophy	Natural Philosophy		Natural Philosophy	Natural Philosophy	Natural Philosophy
Astronomy	Astronomy			Astronomy	Astronomy
Bookkeeping	Bookkeeping		Bookkeeping	Bookkeeping	Bookkeeping
Rhetoric and Composition	Rhetoric and Composition	Rhetoric	Composition	Rhetoric and Composition	Rhetoric
Declamation	Declamation and Elocution		Declamation		
Logic	Logic			Logic	
Intellectual Philosophy	Intellectual Philosophy		Intellectual Philosophy	Intellectual Philosophy	
Moral Philosophy	Moral Philosophy			Moral Philosophy	Moral Philosophy
Political Economy	Political Economy		Governmental Instructor	Political Economy	Constitution of the United States
Natural Theology				Natural Theology	Natural Theology
Evidences of Christianity	Bible			Evidences of Christianity	
	Botany				
	Improvement of the Mind				
	Mineralogy and Geology				
	Butler's Analogy				
Preparatory Branches of a Classical Education	Latin		Latin	Latin	Latin
	Greek		Greek	Greek	Greek
	French		French		French
	Vocal Music			Vocal Music	
	English Classics			English Classics	
				History of Literature	

[17] *School Committee By-laws and Regulations*, 1840, p. 30 f. (In effect 1843.)
[18] *Regulations and Course of Study—District No. 2*, 1846, p. 5 f.
[19] Cabot: *Annals of Brattleboro*, I, p. 403 f.
[20] *Second Report, Board of Education—Maine*, 1848.
[21] *Hartford High School, Outline of Studies*, 1848, p. 1 f.
[22] Bradbury: *Cambridge High School*, p. 30 f.

TABLE XVIII

Springfield, Mass. High School [23] (*1852*)	*Portsmouth, N. H. High School for Boys* [24] (*1853*)	*Portland, Me. High School for Boys* [25] (*1854*)	*New Britain, Conn. High School* [26] (*1854*)	*Windsor, Vt., High School* [27] (*1859*)
Reading	Reading	Reading	Reading	Reading
Orthography	Spelling	Spelling		Spelling
Grammar	Grammar	Grammar		Grammar
				Writing
Geography	Geography	Geography	Geography	Geography
Arithmetic	Arithmetic	Arithmetic	Higher Arithmetic	Arithmetic
Algebra	Algebra	Algebra	Algebra	Algebra
Geometry	Geometry	Geometry	Geometry	Geometry
Surveying		Surveying	Surveying	
Mensuration				
History, U. S.	History	History (1855)	History, General	History, U. S.
Composition	Composition	Composition	Composition	
Bookkeeping	Bookkeeping	Bookkeeping		
Physiology		Physiology	Physiology	
Botany				
Natural Philosophy	Natural Philosophy	Natural Philosophy (1853)	Natural Philosophy	
			Physical Geography	
Meteorology		Meteorology (1853)		
Intellectual Philosophy				
Latin	Latin	Latin	Latin	Latin
Greek	Greek	Greek	Greek	Greek
French	French	French	French	
	Chemistry		Chemistry	Chemistry
	Astronomy	Astronomy	Astronomy	
		Declamation	Declamation	
		Analysis (1855)	Grammatical Analysis	
			Elocution	
			Moral Philosophy	
			Drawing	

[23] *Report of School Committee*, 1852, p. 10.
[24] *City Accounts and Reports*, 1853, p. 62.
[25] *Portland High School for Boys Semi-Annual Reports*, 1854.
[26] *Annual Report of Acting Visitor, School Society*, 1854-5, p. 32.
[27] *Catalogue, Public Schools, Third School District, Windsor*, 1859-60.

Worcester, Mass. High School [28] (1862)	*Montpelier, Vt. Union High School* [29] (1860-66)	*Concord, N. H. High School* [30] (1865)	*Hartford, Conn. Public High School* [31] (1865-6)	*Portland, Me. High School* [32] (1867)	*Providence, R. I. High School* [33] (1855-68)
Orthography				Defining, Spelling	
Penmanship				Writing	
				Reading	
Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic	
Geography	Geography		Ancient Geography	Geography	
Etymology			Etymology		
Rhetoric		Rhetoric	Rhetoric	Grammar of Composition	English Prosody
					Composition, Rhetoric
Grammar	Grammar		English Grammar	English Grammar	English Grammar
Analysis	Analysis	Analysis	Critical Readings	Analysis	
Literature, English and American		Literature, English	English Language and Literature	English Literature	Literature, History of English Literature, History of the English Language
Algebra	Algebra	Algebra	Algebra	Algebra	Algebra
Geometry	Geometry	Geometry	Geometry	Geometry	Geometry
Trigonometry		Plane Trigonometry	Trigonometry	Trigonometry	Trigonometry
Study of Roots				Surveying or Navigation	
Astronomy	Astronomy	Astronomy	Astronomy	Astronomy	Astronomy
				Natural History	
Natural Philosophy	Natural Philosophy	Natural Philosophy	Natural Philosophy	Natural Philosophy	Natural Philosophy
Chemistry		Chemistry	Chemistry	Chemistry	Chemistry
Physiology			Physiology	Physiology	Physiology
Botany	Botany	Botany	Botany	Natural Science	Botany
Zoölogy					
		Geology	Geology	Mineralogy and Geology	Geology
Physical Geography			Physical Geography	Physical Geography	Physical Geography
Declamation	Elocution				Declamation
Intellectual Philosophy	Intellectual Philosophy	Mental Philosophy	Mental Philosophy	Mental Philosophy	Intellectual Philosophy
Moral Philosophy	Moral Philosophy	Moral Philosophy		Moral Science	Moral Science
Political Class Book			Political Economy		
Bookkeeping		Bookkeeping	Bookkeeping	Bookkeeping	Bookkeeping
History, U.S., Ancient, Modern			History, U.S., Ancient and Modern	History of U.S., England and General	History, General, Greece, Rome, France and England
	Constitution of U.S.	Constitution of U.S.	Constitution of U.S.		Constitution of the United States and Rhode Island
Latin	Latin	Latin	Latin	Latin	Latin
Greek	Greek	Greek	Greek	Greek	Greek
French	French	French	French	French	French
			German		
			Antiquities		Classical Manual
			Mythology		
					Vocal Music

[28] *Worcester High School Thesaurus*, Vol. III. No. 9, p. 7.

[29] *Montpelier Union School: Gorham's Class Books*, 1860-66 (MS.) Compiled from lists of subjects taught Dec. 3, 1860, to Sept. 5, 1866.

[30] *Records of Board of Education, Concord Union District* (MS.) June 16, 1865.

[31] *Hartford Public High School Catalogue*, 1865-6.

[32] *Records of School Committe, Portland, Me.* (MS.), p. 48 f., May 19, 1867.

[33] Data as reported by Principal L. H. Campbell, November 7, 1922. Taken "from old record and is approximately correct."

CHAPTER XIV

DEVELOPMENT OF CURRICULA AND COURSES OF STUDY

At the beginning of the high school movement the organization of the course of instruction varied. In Boston the "Publick Latin School" had one course or curriculum organized in five units and each unit or grade required a year for its completion. The academies had adopted a similar practice of grading the subjects of the courses offered. This practice was very naturally adopted in the organization of the English Classical School in 1821 and in the Girls' High School in 1826. On the other hand the course of the Worcester Female High School was not graded in 1824, nor is there any mention of grading in the regulations of 1828. By 1831 the school was organized into three classes. The importance of gradation evidently was not considered by the lawmakers of the day inasmuch as the law of 1827 made no provision except for the two grades of high schools. The policy as expressed in the state law seems to have been accepted rather generally by the high schools established before 1830 but it soon became necessary to organize the subjects of the course of instruction into smaller units. From the first the unit was one year and for convenience in administration the year was divided into smaller units of quarters or thirds or halves. The quarter seems to have been the most fre-

quent unit until 1850 and after that the year was divided into three terms, and sometimes two. The practice of grading seems to have become rather general everywhere in New England before 1860, except in the smaller towns where the high school was little more than a higher department of the common school.

Besides the provision of subject matter according to the varying and increasing abilities of pupils by means of gradation, there developed another type of differentiation according to the educational aim. The Latin grammar school continued for a time in a few towns as the college preparatory school and the English high school developed as the training school for life activities. In some towns, provision was made for the differing needs of boys and girls by establishing separate high schools for each sex. The variations in organization to provide for the achievement of the two aims of secondary education by means of two different types of schools mark one of the most interesting stages in the development of the American secondary school.

The early experiments with separate schools for college entrance preparation and for the differing needs of boys and girls for life activities soon led to the consolidation of the Latin school and the English high school and the development of separate departments, Classical and English, sometimes under separate heads but as a rule under one principal. The same process of consolidation of the separate high schools for boys and girls took place also and in the place of two separate schools there developed usually a male and female department. By 1865 the separate schools for preparation for college and for life's activities and those for boys and

girls had practically disappeared in New England. Boston was the only city that maintained the original organization. A few other towns continued the separate high schools for boys and girls.

The consolidation of the Latin grammar school and the English high school led to the organization of a Classical and an English department. Usually the organization was under the control of one high school principal. Sometimes, however, as in the case of Hartford, the two departments were almost as distinct as two schools. The consolidation of the separate high schools for boys and girls led usually to the establishment of a male and a female department. This type of organization was often imitated by other towns that had established co-educational schools. Lowell had one high school for boys and girls until 1841 when separate male and female departments were established which continued for a number of years almost as distinct as in separate schools.

It is clear from the foregoing discussion that the differentiation of schools and departments as it existed during the greater part of the period before 1865 was based upon the two distinctly different aims of secondary education of that period and upon the differing needs of the pupils according to sex. The cause of the change of the basis of differentiation that began to appear in the forties and fifties and developed more rapidly after the Civil War is found in the social and economic changes that began with the second decade of the nineteenth century. The necessity for division of labor in both economic and social life had its influence upon the whole policy of administration and organization of the New England high school. Almost unconsciously the differentiation

of curricula began as the vocational needs became more clearly formulated. The earliest of the new departments or courses or curricula were the normal and the commercial, at first merely an additional year beyond the standard English course, except in Boston when the Normal School was established as a separate school which later became a Normal class in the high school for girls. Worcester had the best example of this new type of organization. This development was not general before 1865 but the beginnings are found in that period.

The development which has been sketched may be seen by referring to the following type curricula which represent the practice at different periods from 1821 to 1865. It must be understood, however, that it is impossible to determine to what extent the material presented represented the actual practice in other schools. The most that can be said is that the practice in the towns or cities represented without doubt reflected the practice in other places, and in turn influenced that practice.

It is clear from the material presented that in the beginning the course of instruction did not provide for differentiation within the school organization. It was not until well toward 1850 that any definite provision was made for the varying needs of groups of students by well organized curricula. The next step in the organization of the material of instruction—course of study making—was hardly thought of before 1865. The only courses of study were occasional brief outlines based upon textbooks. As a matter of fact the textbook supplied the need for a definite organization of the material in the subjects taught long after 1865. The best example to be found of an early course of study or courses of study

is that of Cambridge.[1] Although it lacks almost all the essential elements of a course of study, it went beyond the curriculum at least one step in blocking out the work to be covered in the text books in some subjects.

The material presented shows that the process of organization of the content material for high school instruction had developed from the stage of a single curriculum, ungraded for the most part, to the stage of the multiple (triple) curriculum graded very definitely into three or four grades or years. With the gradual adoption of coëducation the early emphasis placed upon differentiation on account of sex as shown in the establishment of female high schools gave way to a differentiation based upon vocational needs. Although this type of differentiation made little progress in the period before 1865, nevertheless the beginnings were made at least in Worcester where the normal and commercial curricula were provided. By 1865 the dual aim of the high school was firmly established in every New England state, and curriculum making proceeded rather definitely in the provision for the achievement of the two aims. The college preparatory curriculum became standardized through the standardization of college entrance requirements but the English or general curriculum showed wide variations at different times and in different places. The influence of economic and social forces is clearly detected in the constantly fluctuating character of the non-classical curricula.

[1] See pages 328 and 329.

Boston, Mass. (1821)

English Classical High School

Course of Studies [2]

The studies of the first class to be as follows:—Composition; Reading from the most approved authors; Exercises in criticism, comprising critical analyses of the language, grammar, and style of the best English authors, their errors and beauties; Declamation; Geography; Arithmetic continued; Algebra.

The studies of the 2nd class—

Composition;
Reading;
Exercises in Criticism;
Declamation;
Algebra.
} Continued

Ancient and modern history and chronology; Logic; Geometry; Plane Trigonometry; and its application to mensuration of heights and distances; Navigation; Surveying; Mensuration of superficies and solids; Forensic discussions.

The studies of the 3d class—

Composition;
Exercises in Criticism;
Declamation;
Mathematics;
Logic;
History, particularly that of the United States;
} Continued

Natural Philosophy including Astronomy;
Moral and Political Philosophy.

[2] *Semi-Centennial Anniversary of the English High School,* 1871, p. 104.

Boston, Mass. (1826)

Girls' High School [3]

Course of Studies

First Year

Required: No. 1 Reading—2. Spelling—3. Writing words and sentences from dictation—4. English grammar, with exercises in the same—5. Composition—6. Modern and ancient geography—7. Intellectual and written arithmetic—8. Rhetoric—9. History of the United States.
Allowed: Logic, or botany.

Second Year

Required: Nos. 1, 2, 5, 6, 7, 8, continued—10. Book-keeping by single entry—11. Elements of geometry—12, Natural philosophy—13. General history—14. History of England—15. Paley's Natural Theology.
Allowed: Logic, botany, demonstrative geometry, algebra, Latin or French.

Third Year

Required: Nos. 1, 5, 12, 15, continued—16. Astronomy—17. Treatise on the globes—18. Chemistry—19. History of Greece—20. History of Rome—21. Paley's Moral Philosophy—22. Paley's Evidences of Christianity.
Allowed: Logic, algebra, principles of perspective, projection of maps, botany, Latin, or French.

[3] "Report of Committee on organization and standing of Girls' High School (adopted October, 1825)" (Barnard: *American Journal of Education,* XIII, p. 246.)

Worcester, Mass. (1845)

COURSE OF STUDY OF THE CLASSICAL AND ENGLISH HIGH SCHOOL[4]

I. Classical Department

First Year

1st term—Latin Lessons, Arithmetic, English Grammar.
2nd term—Latin Lessons, Arithmetic, English Grammar.
3d term—Latin reader and Grammar, Arithmetic, English Grammar.
4th term—Latin reader and Grammar, Ancient Geography.

Second Year

1st term—Viri Romæ, Grammar, Ancient Geography.
2nd term—Cæsar, Algebra, Grammar.
3d term—Cæsar, Algebra, Arnold's Exercises.
4th term—Sallust, Algebra, Arnold's Exercises.

Third Year

1st term—Sallust, Greek, Arnold's Exercises.
2nd term—Cicero, Greek, Arnold's Exercises.
3d term—Cicero, Greek, Arnold's Exercises.
4th term—Ovid, Greek, Arnold's Exercises.

Fourth Year

1st term—Ovid finished, Virgil begun, Greek, Geometry.
2nd term—Virgil, Greek, Geometry.
3d term—Virgil, Greek, Geometry.
4th term—Virgil, Greek, Algebra.

[4] *Rules and Regulations for the government and discipline of the Schools of Worcester, adopted* July 17, 1845.

II. English Department

First Year

1st term—Arithmetic, English Grammar, History.
2nd term—Algebra, English Grammar, History.
3d term—Algebra, English Grammar, History.
4th term—Geometry, Bookkeeping, French.

Second Year

1st term—Geometry, French, Botany.
2nd term—Geometry (completed), Trigonometry (begun), French.
3d term—Trigonometry (completed), Physiology, Natural Philosophy.
4th term—Applications of Trigonometry, Natural Philosophy, Chemistry.

Third Year

1st term—Astronomy, Chemistry, Natural Philosophy.
2nd term—Astronomy, Moral Philosophy, Rhetoric.
3d term—Mental Philosophy, Moral Philosophy, Rhetoric.
4th term—Constitution of U. S. and of Mass., Political Economy.

Hartford, Conn. (1848)

Hartford Public High School

OUTLINE OF STUDIES [5]

I. English Course

(Completed in Four Years)

First Year

*Theory and application of Arithmetic and Algebra.
*English Grammar, Analysis of Language.
Orthography and Definition.
**History and Geography of the United States.
*Penmanship.
Instruction in Vocal Music.

Second Year

*Arithmetic completed; Algebra continued.
Geometry commenced, or, at option, Bookkeeping.
*English Grammar applied.
**Etymology, or the connection of the English, with the Latin and Greek Languages.
History and Geography of England.
*Art of Reading, with Orthography and Definition.
Essay and Epistolary Writing.

Third Year

Geometry completed; Mensuration, Plane Trigonometry.
Rhetoric and Logic.
*Elegant Readings of English Classics.
**Etymology continued.
History of England and France (cotemporaneously).
**Natural Philosophy.
Essay and Miscellaneous writing and Declamation.

[5] *Hartford High School: Outline of Studies,* (1848?).

Fourth Year

Astronomy or Surveying.
History of Literature (lectures).
**Intellectual and Moral Philosophy.
Physiology with Natural Theology.
Political Economy (lectures).
Evidences of Christianity (lectures).
*Ancient History and Geography.
**Chemistry.

**To be omitted by those young ladies who prefer to study the Latin Language in the Classical Course.
*To be pursued by the students of the Classical Course.

II. Partial Course

(Completed in Two Years)

The studies of this Course coincide with those of the first two years of the course first named, except, that in the second year, Bookkeeping and Penmanship take the place of Geometry.

III. Classical Course

(Completed in Four Years)

First Year

The English studies marked thus (*) of the 1st year in the course first described.

Latin commenced—Weld's Latin Lessons and Reader, Andrew's and Stoddard's Latin Grammar, Viri Romæ commenced, Krebs' Guide for writing Latin commenced.

Second Year

The English studies marked (*) of the 2d year in the course first described.

Latin continued—Viri Romæ, Cornelius Nepos, Cicero's Orations commenced, Krebs's Guide.

Third Year

The English studies marked as before (*).

Latin continued—Cicero's Orations, Virgil commenced, Krebs' Guide.

Greek commenced—Sophocles' Greek Grammar, Colton's Greek Reader (select portions), Xenophon's Anabasis commenced.

Fourth Year

The English studies marked as before (*).
Latin continued—Virgil, Sallust, Krebs' Guide.
Greek continued—Xenophon's Anabasis, (three books).
Homer's Iliad (two books), Exercises in writing Greek.
Translations from Greek into Latin and vice versa.
Review of Classical Studies.

The Committee upon the High School request that the parents or guardians of youth, whether already admitted or about to apply for admission, would fill up and return the accompanying form, specifying which of the three outlines of study given above, they design their youth to pursue.

The Committee believe that the First or English Course embraces the studies essential to a thorough practical education for either sex; while they believe that it embraces, also, sufficient variety of subject to qualify the graduated student to occupy any place in society or business, with credit and success.

The Second Course, being limited to two years time, they deem useful, as affording to those whose time for education is brief, an opportunity to attain such elementary knowledge as shall fit them to enter upon and successfully pursue the ordinary business of life.

The Third or Classical Course is intended simply to qualify young gentlemen, who so intend, to enter College; and as such, should be selected by none except those whose purpose it is to complete their education by a collegiate course.

Middletown, Conn. (1850)

Middletown High School

COURSE OF STUDY [6]

The course in the Senior Department is divided into three divisions.

It is not expected that Pupils will pursue all the studies of one Department at the same time; neither will they be limited to the branches of one Department; but they will be permitted to take any subject, when, by previous acquirements, they shall have been prepared to do so profitably.

Junior Year

Orthography, Page's Normal Chart.
Reading, Mandeville's 4th Reader.
Writing.
Mental Arithmetic, Colburn's.
Geography and Map Drawing, Morse's.
Natural History, Ackerman's.
Arithmetic Written, Perkin's Primary and Elem.
Grammar, Wells'.

[6] *Annual catalogue of the Middletown City High School,* 1850-1, p. 13 f. The curriculum of the Junior Department is not reproduced but it consisted of three years corresponding somewhat to the junior high school curriculum in its general organization and articulation with the senior high school under the present 6-3-3 plan.

Middle Year

Orthography, Oral & Written, Town's.
Reading, Mandeville's 5th Reader.
Writing.
Geography, Map Drawing, &c., Mitchell's.
Government of the United States, Young's.
Arithmetic, Perkin's E. & Practical.
Philosophy, Johnston's.
Physiology, Cutter's.
Grammar, Brown's.
Algebra, Perkin's E.
Composition, Declamation, Quackenboss'.
Book-keeping, Double and Single Entry, Harris'.
History, Modern and Ancient, Robbins'.
French Language, Ollendorff's New Method.
Latin Language, Weld's Grammar & Reader.
Mental Science, Pearls'.
Vocal Music. Drawing and Painting.

Senior Year

Elocution, Mandeville's.
Composition Course of Essays.
Analysis, Town's.
Arithmetic, Perkins' Higher.
Algebra, Perkins' Higher.
Astronomy, Smith's.
Botany, Lincoln's.
Geometry, Perkins'.
Intellectual Philosophy, Upham's.
Parsing Analytically, Weld's Selection of Prose & Poetry.
Rhetoric, Newman's.
Chemistry, Johnston's.
Latin, Cæsar finished & Virgil.
French, or German, Ollendorff's, Pinney's French Reader.
Vocal Music. Drawing and Painting.

Other studies may be added, or substituted, as circumstances render expedient.

Spelling, Reading, Defining, Sub-Lectures, Composition, Declamation, are required through each term.

Much instruction, by way of Lectures, is given on various subjects not named in the course.

Pupils wishing to enter advance studies, will be allowed to do so, after passing a satisfactory examination in the previous studies.

Salem, Mass. (1854)

COURSE OF STUDY[7]

I. Fisk School (Latin Grammar School)

(Work divided into 5 years)

ENGLISH: Emerson's Arithmetic 3d part; Sherwin's & Day's Algebra; Introduction to Geometry; Davies' Legendre; Worcester's Ancient Geography; Worcester's Ancient History.

LATIN: Andrew's Latin Grammar; Andrew's Latin Reader; Andrew's Viri Romæ; Andrew's Cæsar; Felton's Cicero; Bomen's Virgil; Held's Guide to Latin Composition.

GREEK: Sophocles' Greek Grammar; Sophocles' Greek Exercises; Felton's Greek Reader; Arnold's Greek Composition.

II. Bowditch School (English High School for Boys)

Junior Year

1. Arithmetic, Geography, Grammar, Reading, Spelling and Writing. 2. Etymology. 3. Algebra. 4. Drawing.

[7] *Report of School Committee*, 1854, p. 13 f.

Middle Year

1. Algebra, continued. 2. Legendre's Geometry. 3. Natural Philosophy with experiments. 4. Trigonometry with application to Surveying, Navigation, Mensuration, Astronomical Calculations, &c. 5. Meteorology. Reading, Spelling and Drawing Continued. Wayland's Moral Science or Paley's Evidences of Christianity, a Monday morning lesson.

Senior Year

1. Trigonometry (as in Middle Year). 2. Bookkeeping. 3. Astronomy. 4. Universal History. 5. Chemistry. 6. Constitution of the United States.

Drawing, spelling, writing and Moral Science or Evidences of Christianity as above.

The several classes also have exercises in Mental Arithmetic, English Grammar and Composition and Declamation throughout the course.

III. Saltonstall School (Girls' High School)

Junior Year

Arithmetic, Grammar, Etymology, History of United States, Reading, Writing, Spelling, Natural Philosophy with experiments, Composition.

Middle Year

Chemistry, Algebra, Moral Science, Reading, Spelling, French, History, Astronomy.

Third Year

Botany or Zoölogy, Astronomy, Algebra, French, Geometry, Meteorology, Evidences of Christianity, Geology, History, Grammar, Reading, and Spelling.

Hartford, Conn. (1858)

Hartford Public High School

COURSE OF STUDY[8]

ENGLISH DEPARTMENT

[Five-Year Course]

Fifth Class

Summer Term,	Constitution of U.S. and of Connecticut. Arithmetic and Algebra. Physiology.
Fall Term,	English Grammar and Rhetoric. Algebra. *Zoology, Latin* or *Greek.*
Winter Term,	English Grammar and Rhetoric. Algebra. *Ancient History, Latin* or *Greek.*

[8] *Hartford Public High School—Catalogue* 1858, p. 14 f.

Fourth Class

Summer Term,	Geometry. Botany. *French, German, Latin* or *Greek.*
Fall Term,	Geometry. Modern History. *French, German, Latin* or *Greek.*
Winter Term,	Geometry. Modern History. Bookkeeping. *French, German, Latin,* or *Greek.*

Middle Class

Summer Term,	*Conic Sections.* Natural Philosophy. *French, German, Latin,* or *Greek.*
Fall Term,	English Language and Rhetoric. *Trigonometry.* Natural Philosophy. *French, German, Latin,* or *Greek.*
Winter Term,	English Language and Rhetoric. *Trigonometry.* Chemistry. French, German, Latin, or Greek.

Junior Class

Summer Term,	English Literature. *Political Economy.* *Guizot's History of Civilization.* Geology. *French, German, Latin,* or *Greek.*
Fall Term,	English Literature. *Analytical Geometry.* Physical Geography. *French, German, Latin,* or *Greek.*
Winter Term,	English Literature. Analytical Geometry. Intellectual Philosophy. French, German, Latin, or Greek.

Senior Class

Summer Term,	Logic. Mathematical Astronomy. *French, German, Latin,* or *Greek.*
Fall Term,	Logic. Mathematical Astronomy. French, German, Latin, or Greek.
Winter Term,	Reviews. French, German, Latin, or Greek.

There are recitations every Monday morning in Wayland's Moral Science, Paley's Natural Theology, Evidences of Christianity and Butler's Analogy.

The Studies in Italics are optional.

Rhetoric during the Winter Term, and Ancient History are optional for members of the Classical Department.

CLASSICAL DEPARTMENT

[FOUR-YEAR COURSE]

First Year

Fall Term,	Andrew's and Stoddard's Latin Grammar. Harkness' Arnold's First Latin Book.
Winter Term,	Andrew's and Stoddard's Latin Grammar. Andrew's Latin Reader or Andrew's Viri Romæ. Exercises in Latin Prose Composition.
Summer Term,	Latin Reader, or Viri Romæ. Exercises in Latin Prose Composition.

Second Year

Fall Term,	Andrew's Cæsar. Exercises in Latin Prose Composition. Kuhner's Elementary Greek Grammar.

Winter Term,	Caesar. Arnold's Latin Prose Composition, continued through the remainder of the year. Kuhner's Grammar. Xenophon's Anabasis. Exercises in Greek Accentuation, continued through the year.
Summer Term,	Cicero's Orations. Xenophon's Anabasis.

Third Year

Fall Term,	Cicero's Orations. Xenophon's Anabasis. Ancient Geography and History, continued through the year.
Winter Term,	Cicero's Orations. Xenophon's Anabasis.
Summer Term,	Virgil's Æneid. Xenophon's Anabasis.

Fourth Year

Fall Term,	Virgil's Æneid. Translations from Latin into Greek and vice versa. Xenophon's Anabasis. Arnold's Greek Prose Composition, continued through the year. Ancient Mythology and Antiquities, continued through the year.
Winter Term,	Virgil's Bucolics and Georgics. Sallust. Homer's Iliad.
Summer Term,	Homer's Iliad. Review of Studies.

WORCESTER,

ORDER OF STUDIES IN THE

English Course: First Three Years

	Terms	Nat. Science	Math.	Eng. Language	Elective	Wed. and Sat.
FIRST YEAR	Summer	Natural Philososophy	Algebra	Eng. Analysis		U. S. History
	Fall	Natural Philososophy	Algebra	Eng. Analysis		U. S. History
	Winter	Natural Philososophy	Algebra	Etymology		U. S. History
	Spring	Natural Philososophy	Algebra	Etymology		Ancient Hist.
SECOND YEAR	Summer	Chemistry	Geometry	Rhetoric Quackenbos	Latin or French	Ancient Hist.
	Fall	Chemistry	Geometry	Rhetoric Quackenbos	Latin or French	Ancient Hist.
	Winter	Physiology	Geometry	English Lit.	Latin or French	Ancient Hist.
	Spring	Physiology	Geometry	English Lit.	Latin or French	Ancient Hist.
JUNIOR YEAR	Summer	Botany or Zoölogy	Trigonometry	English Lit.	Latin or French	Modern Hist.
	Fall	Botany or Zoölogy	Applications of Trigonometry	American Lit.	Latin or French	Modern Hist.
	Winter	Physical Geog.	Astronomy	American Lit.	Latin or French	Modern Hist.
	Spring	Physical Geog.	Astronomy	American Lit.	Latin or French	Modern Hist.
		Girls' Normal Course: Fourth Year				
SENIOR YEAR	Summer	Intellectual Philosophy	Arithmetic Reviewed	Geography and Map Drawing		History continued
	Fall	Intellectual Philosophy	Arithmetic Reviewed	Geography and Map Drawing		History continued
	Winter	Moral Philos.	Grammar Reviewed	Geography and Map Drawing		History continued
	Spring	Moral Philos.	Grammar Reviewed	Geography and Map Drawing		History continued
		Commercial Course				
	Summer	Intellectual Philosophy	Arithmetic Reviewed	Book Keeping		History continued
	Fall	Intellectual Philosophy	Arithmetic Reviewed	Book Keeping		History continued
	Winter	Moral Philos.	Political Class-Book	Book Keeping		History continued
	Spring	Moral Philos.	Political Class-Book	Book Keeping		History continued

There will be exercises in Orthography, Penmanship, Composition, and Declamation throughout the course. Public Rhetorical Exercises will occur quarterly through the year, upon the last Friday of every term. *The Thesaurus* will be issued quarterly, in connection with each public exercise. Written examinations will also take place once a quarter, commencing on Monday of the last week of each term. In the Spring term, however, the Prize examination will be substituted for this regular examination. At the commencement of each term the school will be seated according to the rank in scholarship, attendance and deportment attained during the previous term. Reports of each pupil's attainments are to be sent to

MASS. (1862)

WORCESTER HIGH SCHOOL.[9]

Classical Course

Latin	*Greek*	*Math., etc.*	*Wed. and Sat.*
Grammar	Ancient Geog.	Algebra	United States History
Grammar	Ancient Geog.	Algebra	
Grammar	Ancient Geog.	Algebra	
Grammar and Reader	Grammar	Study of Roots	
Grammar and Reader	Grammar	Study of Roots	Ancient History
Grammar and Reader	Grammar	Study of Roots	Ancient History
Cæsar	Grammar	Study of Roots	Ancient History
Cæsar	Grammar and Reader		Ancient History
Cæsar	Grammar and Reader		History and Latin Prose, etc.
Virgil	Grammar and Reader		History and Latin Prose, etc.
Virgil	Grammar and Reader		History and Latin Prose, etc.
Virgil	Grammar and Reader		History and Latin Prose, etc.
Virgil	Homer	Geometry	History and Greek Prose, etc.
Cicero	Homer	Geometry	History and Greek Prose, etc.
Cicero	Homer	Geometry	History and Greek Prose, etc.
Cicero	Reviews	Reviews	History and Greek Prose, etc.
Reviews	Reviews	Reviews	Reviews

the parents once a quarter. At the commencement of the second year, pupils in the English course will select between the English, Latin, and French languages. No scholar will be permitted to take more than three studies, unless by express permission, warranted by the ability and physical constitution of the scholar. No one can belong to any regular class, who pursues less than three daily studies, and permission to do so, for good and sufficient reasons, must first be obtained.

No scholar will receive a DIPLOMA who has not attained a very respectable standing in the REGULAR COURSE.

[9] *Worcester High School Thesaurus,* Vol. III, No. 9, p. 7, April 30, 1862.

Hartford, Conn. (1865)

Hartford Public High School

COURSES OF STUDY [10]

COURSE OF STUDY. ENGLISH DEPARTMENT

	Time	*Mathematics*	*Language*	*Sciences*	*History, etc.*
FIRST YEAR	Summer	Arithmetic	French or German	Botany Physiology	
	Fall	Book-Keeping and Algebra	Latin or French or G.	Phys. Geography	
	Winter	Algebra	"		Hist. of Greece
SECOND YEAR	Summer	Algebra	Latin or French or G.		Hist. of Rome
	Fall	Algebra	"	Phil. of Nat. Hist.	
	Winter	Geometry	"	Nat. Philosophy	
JUNIOR YEAR	Summer	Geometry	Eng. Grammar	Nat. Philosophy	
	Fall	Geometry	Eng. Grammar and Rhetoric	Chemistry	
	Winter		Eng. Grammar and Etymology	Chemistry	Mod. History
SENIOR YEAR	Summer	Trigonometry (Optional)	Eng. Lang. and Lit.	Geology (Optional)	Mod. History
	Fall		Critical Readings	Astronomy	Const. of U. S.
	Winter	Review of Studies			Political Economy Mental Philosophy

Special Exercises at stated times in Declamation, Composition, Reading, Drawing, Writing, and Moral Science.

[10] *Hartford Public High School—Catalogue,* 1865-66.

COURSE OF STUDY. CLASSICAL DEPARTMENT

		Latin	*Greek*	*Mathematics*	*History, etc.*	*Other Studies*
FIRST YEAR	Summer			Arithmetic	Botany	
	Fall	Grammar, &c.		Arithmetic	Physiology Phys. Geography	
	Winter	Grammar, &c.		Book-Keeping and Algebra	Hist. of Greece	
SECOND YEAR	Summer	Reader		Algebra	Hist. of Rome	
	Fall	Cæsar	Grammar, &c.	Algebra		
	Winter	Cæsar	Grammar, &c.	Geometry		
JUNIOR YEAR	Summer	Cicero	Anabasis	Geometry		French or German (Optional)
	Fall	Cicero	Anabasis		Anc. Geography	French or German
	Winter	Cicero	Anabasis		Anc. Geography	French or German or Mod. History
SENIOR YEAR	Summer	Virgil	Anabasis		Antiquities	French or German or Mod. History
	Fall	Virgil	Iliad		Antiquities	French or German
	Winter	Virgil Sallust	Iliad		Mythology	French or German

Special Exercises in Declamation, &c., as in the English Department. Exercises every week in Latin and Greek Prose Composition.

Concord, N. H. (1865)

Concord High School

COURSES OF STUDY [11]

First Year—Fourth Class

General Course	Classical Course	English Course
I. Algebra	Algebra	Algebra
Greene's Analysis	Greene's Analysis	Greene's Analysis
Latin	Latin Lessons	Natural Philosophy, with 3d Class
II. Algebra	Algebra	Algebra
Analysis of the 'Task' or 'Seasons'	Analysis of Poetry	Analysis of the 'Task' or 'Seasons'
Latin	Latin Lessons	Natural Philosophy, with 3d Class.
III. Algebra	Algebra	Algebra
Botany	Botany	Botany
Latin	Latin Reader and Latin Grammar	Chemistry, with 3d Class

Second Year—Third Class

General Course	Classical Course	English Course
I. Arithmetic	Arithmetic	Arithmetic
Natural Philosophy	Latin Grammar and Reader	Chemistry, with 2d Class
French	Greek	French
Latin		

[11] *Records of Board of Education, Union District,* (MS.), June 16, 1865.

II. Geometry	Latin Grammar	Geometry
Natural Philosophy	Cæsar's Commentaries	Astronomy, with 2d Class
French	Arnold's Latin Prose Composition	Rhetoric, with 2d Class
Latin	Greek Grammar and Lessons	French
III. Geometry		Geometry
Chemistry	Cæsar and Latin Prose Composition	Rhetoric, with 2d Class
French		French
Latin	Greek Grammar and Lessons	Moral Philosophy, with 2d Class

Third Year—Second Class

General Course	Classical Course	English Course
I. Plane Trigonometry	Cicero's Orations	Plane Trigonometry
Chemistry	Latin Prose Composition	Moral Philosophy, with 1st Class
French	Translations into English	English Literature, with 1st Class
Latin	Greek Grammar Xenophon's Anabasis	French
II. Astronomy	Cicero and Latin Prose Composition	Mental Philosophy, with 1st Class
Rhetoric	Translations into English	English Literature, with 1st Class
French	Arnold's Greek Prose Composition	French
Latin	Xenophon's Anabasis	Bookkeeping, with 1st Class

III. Moral Philosophy		Moral Philosophy, with 1st Class
Rhetoric	Virgil and Prosody	Constitution of U.S., with 1st Class
French	Xenophon's Anabasis	Geology, with 1st Class
Latin		

Fourth Year—First Class

General Course	Classical Course
I. Moral Philosophy	
English Literature	Virgil
French	Xenophon's Anabasis
Latin	
II. Mental Philosophy	
English Literature	Cicero's Orations
French	Homer
Latin	Geometry
Bookkeeping	
III. Moral Philosophy	Virgil
Constitution of the United States	Homer
Geology	Algebra reviewed, and general reviews
Latin	

Portland, Maine (1867)

Portland High School

COURSES OF STUDY [12]

CLASSICAL COURSE

First Year

First Term.	Latin Grammar through the course. Latin Reader. Algebra.
Second Term.	Latin Reader. Algebra.

Second Year

First Term.	Viri Romæ, Cæsar. Geometry.
Second Term.	Sallust, or Nepos. Greek Lessons. Greek Grammar through the course. Latin Prose Composition.

Third Year

First Term.	Virgil, or Ovid. Greek Lessons. Xenophon's Anabasis. Latin Prose Composition. Ancient Geography.
Second Term.	Cicero's Orations, or De Amicitia. Xenophon's Anabasis. Greek Prose Composition. History of Rome.

[12] *Records of School Committee* (MS.), p. 48 f., May 29, 1867.

Fourth Year

First Term.
- Cicero, or Horace.
- Xenophon's Anabasis.
- Homer's Iliad.
- Review Arithmetic.
- Algebra.
- Greek Prose Composition.
- History of Greece.

Second Term.
- Virgil, or Tacitus.
- Reviews—Latin.
- Reviews—Greek.
- Geometry.
- Reviews.

GENERAL COURSE

First Year

First Term.
- Algebra.
- Physical Geography, and Map Drawing.
- Latin Grammar through the course.
- Latin Reader, or
- English Grammar and Analysis.

Second Term.
- Algebra.
- Geography Reviewed.
- Natural Science.
- Latin Reader, or
- Grammar of Composition.
- Defining &c.
- Reading, Writing and Spelling through the year.

Second Year

First Term.
- Arithmetic Reviewed.
- Hill's Geometry.
- Natural History.
- Viri Romæ, Cæsar, or
- U. S. History.

Second Term.

- Geometry.
- Natural Philosophy.
- Sallust, or Nepos, or
- English History, or Bookkeeping.
- Select reading through the year.

Third Year

First Term.

- Geometry.
- Arithmetical Problems.
- Natural Philosophy.
- Chemistry.
- Virgil or Ovid, or
- Moral Science.
- Physiology.

Second Term.

- Algebra Reviewed.
- Chemistry.
- French.
- Cicero's Orations, or De Amicitia, or
- Botany, or Bookkeeping by Double Entry.

Fourth Year

First Term.

- Trigonometry.
- Surveying, or Navigation.
- Astronomy.
- French.
- Cicero, or Horace, or
- Mental Philosophy.

Second Term.

- General History.
- Mineralogy and Geology.
- French.
- Virgil or Tacitus, or
- Rhetoric.
- English Literature during the year.

Occasional Exercises in Declamation, Composition, and Select Reading by the whole School.

Providence, R. I. (1855-1868)

CURRICULA OF THE PROVIDENCE HIGH SCHOOL [18]

First Year

Classical Department	English and Scientific Department	Girls' Department
Latin	Algebra	Botany
History	History of Greece, Rome, France and England	Rhetoric
Algebra	Physical Geography	Latin
Classical Manual	English Grammar	Algebra
	Declamation	Physical Geography
	Composition	General History
	Vocal Music	
	Physiology	
	Bookkeeping	

Second Year

Cæsar	Geometry	General History
Greek	Rhetoric	Rhetoric
Latin Composition	French	French
Cicero	Declamation	Latin
Greek Grammar	Composition	History of English Literature
Anabasis	Vocal Music	Natural Philosophy
	Constitution of U.S.	
	Natural Philosophy	

[18] Compiled from records by Principal L. H. Campbell, English High School, Providence, R. I.

Third Year

Cicero	Natural Philosophy	Physiology
Virgil	Constitution of United States and Rhode Island	English Literature
Anabasis	French	French
Latin Comp.	Declamation	Latin
Greek Comp.	English Composition	Geometry
	Vocal Music	Chemistry
	Astronomy	English Prosody
	Trigonometry	

Fourth Year

Virgil	Geology	Astronomy
Anabasis	History of English Literature	Intellectual Philosophy
Greek Composition	Study of Words	
Latin Composition	French	French
Algebra	English Composition	Latin
	Vocal Music	History of the English Language
	Declamation	Geology
	Intellectual Philosophy	Moral Science
	Literature	
	Review of Grammar School Studies	

Cambridge High School
COURSE OF STUDY—1852 [14]

ENGLISH DEPARTMENT

Divisions of the Year			Tuesdays, Wednesdays, Thursdays, and Fridays			Mondays and Saturdays	
			French	*Mathematics*	*Miscellaneous*	*English Language and Literature*	*Miscellaneous*
FIRST YEAR	1st Term	1st Qr.	Pinney's Grammar, 20 Lessons	Algebra 15 Sections	History, 57 pages	Latham's Grammar; Scott's Poetry	Map-drawing and Physical Geography of Southern Europe
		2d Qr.	Pinney's Grammar, 20 Lessons	Algebra 15 Sections	History, 72 pages	Latham's Grammar; Scott's Poetry	Map-drawing and Physical Geography of Southern Europe
	2d Term	3d Qr.	Pinney, 15 Lessons; Fivas's Reader, 54 pages	Algebra 15 Sections	History, 75 pages, England	Latham's Grammar; Longfellow	Physical and Political Geography of England; Map-drawing
		4th Qr.	Pinney, 15 Lessons; Fivas, Completed	Algebra 11 Sections	History, 32 pages, France	Latham's Grammar; Bryant	Physical and Political Geography of France; Map-drawing
SECOND YEAR	1st Term	1st Qr.	Pinney, 15 Lessons; Corinne, 100 pages	Geometry, 3 Books		Latham's Grammar; Goldsmith and Gray	Arithmetic; Square and Cube Root; Drawing
		2d Qr.	Pinney, 15 Lessons; Corinne, 150 pages	Geometry, 3 Books		Latham's Grammar; Thomson	Arithmetic, completed; Drawing
	2d Term	3d Qr.	Pinney, completed; Corinne, 200 pages	Geometry, 2 Books	Nat. Phil., Mechanics, Hydrostatics, and Pneumatics	Latham's Grammar; Milton	Algebra; Drawing
		4th Qr.	Collot's Dramatic Reader, 175 pages; French Comp.	Geometry, completed	Natural Philosophy, completed	Latham's Grammar; Milton	Algebra; Drawing
THIRD YEAR	1st Term	1st Qr.	Collot's Dramatic Reader, 225 pages; French Comp.	Plane Trigonometry	Chemistry; Metalloids	Latham's Grammar; Shakespeare	Book-keeping and Algebra
		2d Qr.	Collot's Dramatic Reader, completed; French Comp.	Spherical Trigonometry	Chemistry; Acids	Latham's Grammar; Shakespeare	Constitution of United States and Algebra
	2d Term	3d Qr.	Racine's La Thébaïde; French Comp.	Astronomy, 12 chapters	Moral Philosophy; Theoretical Ethics	Latham's Grammar; Everett	Intellectual Philosophy and Geometry
		4th Qr.	Racine's Les Plaideurs; French Comp.	Astronomy, completed	Moral Philosophy; Practical Ethics	Latham's Grammar; Webster and Hayne	Intellectual Philosophy and Geometry

Remarks.—Scholars in the English course may substitute Latin for French if they wish, or they may take Latin in addition to French, if their ability and scholarship justify it. So, also, scholars in the Classical Course may take French under the direction of their parents and teachers.

Declamation is required from the male members of the school once in three weeks. Rehearsals preparatory to declamation are *required* on Friday afternoon of each week. Cambridge, September, 1852.

[14] Bradbury: *Cambridge High School*, pp. 36-37. Represents an early attempt at making real courses of study.

CLASSICAL DEPARTMENT

Divisions of the Year			Tuesdays, Wednesdays, Thursdays, and Fridays			Mondays and Saturdays	
			Classics	Mathematics	Miscellaneous	English Language and Literature	Miscellaneous
FIRST YEAR	1st Term	1st Qr.	1st Latin Book, 34 Lessons	Algebra 15 Sections	History, 57 pages	Latham's Grammar; Scott's Poetry	Map-drawing and Physical Geography of Europe
		2d Qr.	1st Latin Book, 34 Lessons	Algebra 15 Sections	History, 72 pages	Latham's Grammar; Scott's Poetry	Map-drawing and Physical Geography of Europe
	2d Term	3d Qr.	1st Latin Book, 34 Lessons	Algebra 15 Sections	History, 75 pages, England	Latham's Grammar; Longfellow	Physical and Political Geography of England; Map-drawing
		4th Qr.	1st Latin Book, completed	Algebra 11 Sections	History, 32 pages, France	Latham's Grammar; Bryant	Physical and Political Geography of France; Map-drawing
SECOND YEAR	1st Term	1st Qr.	Cæsar, 1st Book; Grammar, Etymology	Geometry, 3 Books		Latham's Grammar; Goldsmith and Gray	Arithmetic, Square and Cube Root; Latin Comp., 20 Lessons
		2d Qr.	Cæsar, 2 Books; in Grammar, The Verb	Geometry, 3 Books		Latham's Grammar; Thomson	Arithmetic, completed; Latin Composition, 20 Lessons
	2d Term	3d Qr.	Cæsar, 2 Books; in Grammar, Syntax commenced	Geometry, 2 Books	Nat. Phil., Mechanics, Hydrostatics, and Pneumatics	Latham's Grammar; Milton	Algebra; Latin Composition, 20 Lessons
		4th Qr.	Cæsar, 2 Books; in Grammar, Syntax	Geometry, completed	Nat. Philosophy, completed	Latham's Grammar; Milton	Algebra; Latin Composition, 20 Lessons
THIRD YEAR	1st Term	1st Qr.	Cicero, 4 Orat. in Catiline; Grammar; 1st Greek Book, 36 Lessons		Chemistry; Metalloids	Latham's Grammar; Shakespeare	Algebra; Latin Composition, 20 Lessons
		2d Qr.	Cicero, 3 Orat.; Grammar; 1st Greek Book, 36 Lessons		Chemistry; Acids	Latham's Grammar; Shakespeare	Algebra; Latin Composition, 20 Lessons
	2d Term	3d Qr.	Cicero, 3 Orations; 1st Greek Book, completed			Latham's Grammar; Everett	Geometry; Latin Composition, 20 Lessons
		4th Qr.	Virgil, 1 Book of Æneid; Greek Reader, 20 pages			Latham's Grammar; Webster and Hayne	Geometry; Latin Composition, 20 Lessons
FOURTH YEAR	1st Term	1st Qr.	Virgil, 2 Books of Æneid; Greek Reader, 40 pages			Baird's Classical Manual	Latin and Greek Composition; Algebra
		2d Qr.	Virgil, 3 Books of Æneid; Greek Reader, 40 pages			Baird's Classical Manual	Latin and Greek Composition; Algebra
	2d Term	3d Qr.	Virgil's Eclogues and Georgics; Greek Reader, 40 pp.			Baird's Classical Manual	Latin and Greek Composition; Geometry
		4th Qr.	Cicero reviewed; Greek Reader, completed			Baird's Classical Manual	Latin and Greek Composition; Geometry

The foregoing "Course of Study" of the Cambridge High School for 1852 represents the most advanced work in course of study construction within the period of this study. Most courses of study were curricula in the present technical sense. Occasionally textbooks were designated for the various subjects of the curriculum. Sometimes these textbooks, arranged in a separate list, were appended to the outline or course of studies.

It will be noted in the Cambridge Course of Study shown on the preceding pages, that in some cases specific textbooks are designated with page allotments for each quarter's work. This represents a real step in course of study construction. The designation of specific topics in Natural Philosophy and Chemistry represents another and more advanced step in the same process. It is a far cry, however, from this early attempt at Cambridge to the present complex course of study frequently developed in the more progressive high schools of today.

CHAPTER XV

OTHER ASPECTS OF HIGH SCHOOL PRACTICE BEFORE 1865

I. FORMAL PUBLIC EXERCISES

The chief public exercises that were definitely recognized by the legally constituted authorities of the school were the public examination, the annual exhibition, and the graduation exercises. They all had their origins with the Latin grammar school and the academy but were greatly emphasized and extended by the high school.

The frequency of the public examination varied. In 1821 Leicester Academy held quarterly examinations.[1] The early high schools followed this practice of the academy in most cases. As a rule the public examination was held at the close of each term. The regulations adopted by Lowell in 1832 provided specifically for term examinations.[2]

In 1836 Salem adopted the following regulations regarding examinations:

"Section V. Public Examinations and Exhibitions.

Art. 1. The annual examinations of the Latin and High Schools shall be on the Saturday preceding the last Wednesday but one in August.

. . . . . .

[1] *Massachusetts Spy,* Vol. L, No. 38, p. 3., November 14, 1821.
[2] *Annals of Education,* II, p. 422 f. (1832).

Art. 5. The other examinations of the Latin and High Schools shall be on the Saturday of the weeks preceding Thanksgiving and the last Wednesday in May and on the first Saturday in March." [3]

Salem held semi-annual examinations in 1843, the conduct of which was in charge of the standing committee for the Latin grammar school and English high school.[4] Portsmouth reported in 1847 that "the High Schools have been examined once a month, besides three entire days spent in the examination of each." [5] In 1848-9 Portland provided for two general examinations of the high school, one in September and one in March. The annual examination in March occupied four days.[6] In 1850 the school committee of Windsor, Vermont held an annual examination of all the schools which lasted two days. It began with the primary school and closed with the high school.[7]

By 1850 the annual examination was the general practice. If the quarterly or semi-annual examinations were held they were usually conducted quietly without the display to which the annual examination was subjected. In fact the annual examination was often criticized as being made an opportunity for the teacher to "show-off" his pupils. This tendency to display brilliant pupils led to the later adoption of the written examination. In the beginning the School Committee conducted the examination orally and invited visitors to put questions also.

[3] *Records of Schools* (MS.), Vol. I, May 30, 1836.
[4] *Salem Register,* Vol. XLIII, No. 65, p. 3, August 14, 1843.
[5] *Report of Commissioner of Common Schools,* 1847, Appendix, p. 53.
[6] *Report of School Committee,* 1848-9, p. 3.
[7] *Vermont Chronicle,* February 26, 1850, p. 35.

Reports of School Committees and newspaper reports of the annual examination abound with complimentary characterizations of the public examination. The newspaper report of the first annual examination of New Haven High School runs as follows:

"The examination of the Public High School, under the direction of Mr. William Kinne at the Institute Building, took place on Thursday and Friday last. The School numbers about eighty, and the exercises were in every way satisfactory. A number of members of the Board of Education, and other prominent citizens were present and several of them made remarks highly commendatory of the school, and the teacher." [8]

As a rule the annual examination was accompanied by a "public exhibition" which was very similar to the public rhetorical exercises which were held at frequent intervals during the year. The exhibition was handed down from the days of the Latin grammar school and was a common practice of the academy. In 1793 Concord, New Hampshire recorded an exhibition. "On Thursday last Master Eastman closed his school, in the Main street, in the town, with an exhibition of various scenes of entertainment, in which each of his pupils, about eighty in number, participated." [9] The source materials dealing with the high school before 1865, and especially after 1850, abound with programs of the annual exhibition. An example of one such program, the annual exhibition of the Worcester High School in 1860,[10] is shown on page 335.

[8] *The Daily Register,* Vol. XIX, July 26, 1859, p. 2.
[9] *The Mirror,* April 1, 1793 (quoted in Bouton: *History of Concord,* p. 313).
[10] Worcester High School: *High School Thesaurus,* Vol. I, No. 6, p. 7, April, 1860.

Along with the annual public examination and exhibition the graduation exercises gradually came into existence. So far as the records examined reveal the facts, no high school awarded diplomas or held formal graduation exercises before 1850.[11] Diplomas were first awarded by the Hartford Public High School in 1854.[12] In Salem diplomas were first conferred February 26, 1855.[13] Diplomas were awarded in Springfield at the close of the exhibition in 1857.[14] At Concord, New Hampshire, in March, 1860, the Board of Education "Voted That a diploma signed by each member of the Board of Education and by the Principal of the High School, be presented by the President at the close of the present term to each of the members of that school who shall have completed a full course of study and passed a satisfactory examination." [15] Portland, Maine, awarded diplomas as early as 1862 to graduates of the High School for Boys.[16]

It is clear that the formal closing exercise later known as the "High School Commencement" developed gradually out of the annual public exercises of the Latin grammar school, the academy and the public high school. The general plan of the graduation exercise including the

[11] Judging from the well-organized curricula of the academy and its tendency to compete with the college, it probably awarded some kind of certificate or diploma early in the nineteenth century. There is reference to such practice in the Records of the Washington County Grammar School before 1830.

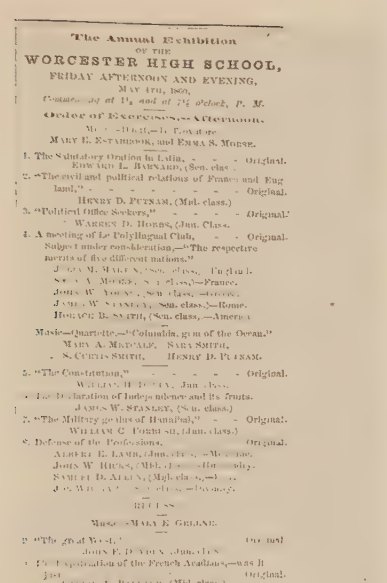
[12] *Hartford Public High School: Quinquennial Catalogue,* 1910, p. 71.

[13] *Salem High School: Catalogue,* 1856.

[14] *Report of School Committee,* 1857, p. 13.

[15] *Records of Board of Education, Union District* (MS.), March 5, 1860.

[16] Diploma of Charles B. Hall in possession of the Hall family in Portland, dated July 17, 1862. See page 336.



The Annual Exhibition
OF THE
WORCESTER HIGH SCHOOL,
FRIDAY AFTERNOON AND EVENING,
MAY 4TH, 1860,
Commencing at 1½ and at 7½ o'clock, P. M.

Order of Exercises.—Afternoon.

Music.—Duet,—Le Trovatore.
MARY E. ESTABROOK, and EMMA S. MORSE.

1. The Salutatory Oration in Latin, - - - - Original.
EDWARD L. BARNARD, (Sen. class.)
2. "The civil and political relations of France and England," - - - - - - - - - Original.
HENRY D. PUTNAM, (Mid. class.)
3. "Political Office Seekers," - - - - - Original.
WARREN D. HOBBS, (Jun. Class.
4. A meeting of Le Polyllogual Club, - - - Original.
Subject under consideration,—"The respective merits of five different nations."
JULIA M. MARTIN, (Sen. class.—England.
SARA A. MOORE, (Sen. class.)—France.
JOHN W. YOUNG, (Sen. class.—Greece.
JAMES W. STANLEY, (Sen. class.)—Rome.
HORACE B. SMITH, (Sen. class.,—America.

Music—Quartette,—"Columbia, gem of the Ocean."
MARY A. METCALF, SARA SMITH,
S. CURTIS SMITH, HENRY D. PUTNAM.

5. "The Constitution," - - - - - - Original.
WILLIAM H. DRURY, (Jun. class.
6. The Declaration of Independence and its fruits.
JAMES W. STANLEY, (Sen. class.)
7. "The Military genius of Hannibal," - - Original.
WILLIAM C. FORBUSH, (Jun. class.)
8. Defense of the Professions, - - - - Original.
ALBERT E. LAMB, (Jun. class.)—Medicine.
JOHN W. HICKS, (Mid. class.)—Hospitality.
SAMUEL D. ALLEN, (Mid. class.)—[illegible]
JOHN WILLIAM, (Sen. class.)—Divinity.

RECESS.

Music.—MARY E. GELLINE.

9. "The great West," - - - - - - Original.
JOHN F. DEVLIN, (Jun. class.)
10. The Expedition of the French Acadians,—was it just, - - - - - - - - - Original.
CARRIE A. BALLARD, (Mid. class.)
MARY E. ESTABROOK, (Mid. class.)
HELEN A. WILDER, (Mid. class.)
EMMA Z. METCALF, (Sen. class.)
HENRY B. O'REILLY, (Sen. class.)
LOWELL L. BARNARD, (Sen. class.)

Music.—"Departed Days," FANNY W. CUMMINGS.

11. To find out right by wrong, it may not be. (*Shakspeare.*) - - - - - - - Original.
JAMES S. ROGERS.

Music.—Quartette,—"We're not a care."
CARRIE Z. WASHBURN, MARGARET F. CHANSING,
S. CURTIS SMITH, HENRY D. PUTNAM,
Accompanied by FANNY W. CUMMINGS.

AWARD OF PRIZES.

Remarks by the Committee.

Music.—Duett,—Invitation to Waltz.
CARRIE A. BALLARD and EMMA Z. METCALF.

Order of Exercises.—Evening.

(Under the auspices of the Euclean Debating Club.)

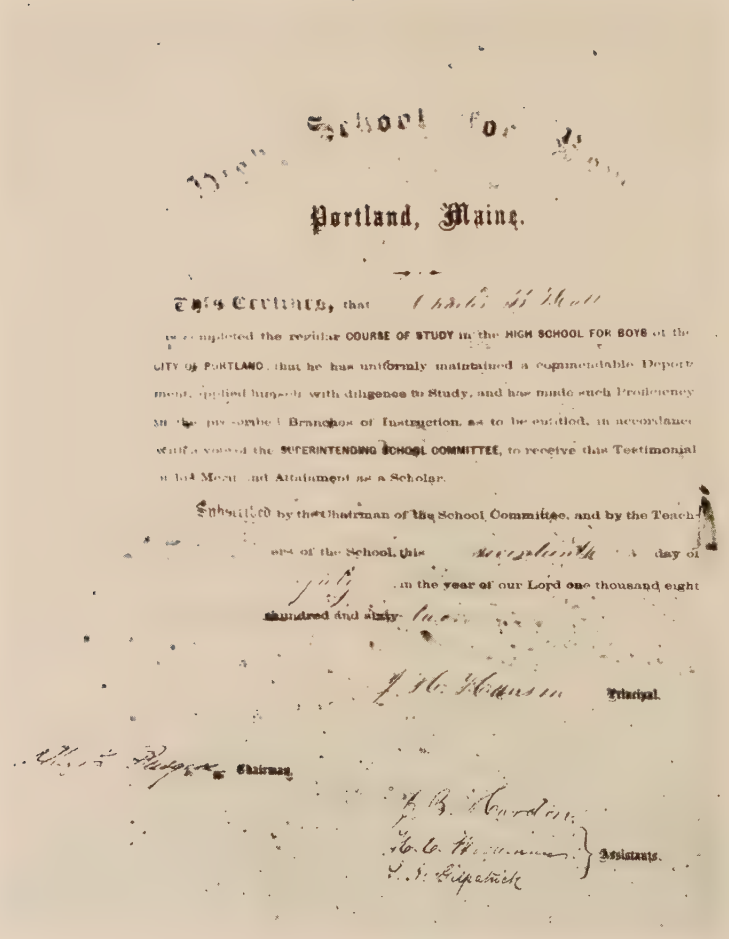
Music.—Duett,—Quadrille L'Alexandria.
CARRIE Z. WASHBURN and CARRIE A. BALLARD.

1. Oration, - - - - - - - - - - Original.
JOHN W. HICKS, (Mid. class.)

2. Poem, - - - - - - - - - Original.
HENRY WINN, (Teacher Classical Department.)

3. Discussion of the Question—"Ought a representative to be always governed by the will of his constituents?
Aff.—J. F. DEVLIN, L. L. BARNARD.
Neg.—W. H. DRURY, H. B. O'REILLEY.

The Annual Exhibition of the Worcester High School May 4, 1860.



School for Boys

Portland, Maine.

This Certifies, that Charles B. Hall

has completed the regular COURSE OF STUDY in the HIGH SCHOOL FOR BOYS of the CITY OF PORTLAND, that he has uniformly maintained a commendable Deportment, applied himself with diligence to Study, and has made such Proficiency in the prescribed Branches of Instruction, as to be entitled, in accordance with a vote of the SUPERINTENDING SCHOOL COMMITTEE, to receive this Testimonial of his Merit and Attainment as a Scholar.

Subscribed by the Chairman of the School Committee, and by the Teachers of the School, this seventeenth day of July, in the year of our Lord one thousand eight hundred and sixty-two.

J. H. Hansen Principal.

Chairman.

J. B. Gordon
H. C. Wiggins
J. S. Gilpatrick
Assistants.

Diploma of Charles B. Hall, High School for Boys, Portland, Maine. Awarded July 17, 1862.

practice of awarding diplomas had its beginnings before 1865 and soon developed into a distinctive feature of high school procedure.

II. STUDENT ACTIVITIES

Little has been written by authorities on American educational history that presents this side of high school development. The reason is, no doubt, that information dealing with such matters is difficult to obtain. An investigation, although superficial in character, has revealed that the early New England high schools provided for considerable participation of students in the so-called extra-curricular activities. The most prominent activities provided for were student government, rhetorical exercises, debating, the lyceum or literary society, the high school paper, and athletics. It will be impossible to consider more than a few instances that illustrate the character of such activities.

The best example of student government revealed in this study was the plan in force in the Hartford Public High School in 1852. Siljeström was so impressed with the system that he called special attention to the matter in his account of American educational institutions.

"In the high school in Hartford (Connecticut) a system has been introduced of letting the pupils themselves form a tribunal for the judgment of all offences relative to discipline. Every morning after prayers, the annotations made by the monitor on the preceding day, and delivered in to the master, are submitted to the votes of the pupils. On these occasions each pupil is at liberty to move for such alterations on various points as he may deem desirable, and these motions are then likewise discussed by all. I was present on an occasion of the

kind, and had the pleasure of hearing a good deal of youthful parliamentary eloquence. The teacher who officiated as chairman had, however, reserved to himself the right of absolute veto. The monitors, who are termed officers, are elected by the pupils. I was told that this disciplinary system was found to work well, but according to my opinion it is not one which it would be advisable to imitate." [17]

At Worcester the participation in student control was less formal. It is probable, however, that such participation was practiced frequently and with good results. On one occasion, "the school, with commendable spirit, voted to have each pupil report his own transgressions of each day, thereby precluding the necessity of so much study out of school hours and so great an expenditure of 'midnight oil.'" On another occasion "spirited resolutions were drawn up and adopted by the school, and also by the Eucleia Club, at Mr. Sprague's departure." [18] Although little attention was given by the School Committee to student affairs in its annual report and as a consequence definite official information is lacking, nevertheless, the random bits of evidence indicate some tendency toward student participation in the high school management before 1865.

Among the most prominent activities of the early high schools, probably borrowed from the academy, were the "Rhetorical Exercises." The practice was very general and was as a rule provided for in the "Course of Study." Exercises in declamation and composition were required at stated intervals, weekly, fortnightly or monthly. In addition to the frequent regular exercises many schools

[17] Siljeström: *Educational Institutions of the United States,* p. 215 f.
[18] Worcester High School: *The High School Thesaurus,* Vol. I, No. 3, p. 4, January, 1860.

held public rhetorical exercises monthly, quarterly, or semi-annually. A few held public "rhetoricals" every two weeks regularly throughout the school year. An excellent example of such activities may be seen in the following at Worcester High School:[19]

PUBLIC RHETORICAL EXERCISES

FRIDAY, NOV. 18TH, 1859,

Commencing at 2 P. M.

1. Declamation,—Hammer and Tongs.
   JOB WILLIAMS.
2. Recitation of Poetry,—Now-a-days.
   CARRIE E. BARNARD.
3. Composition,—The Lost Found.
   FANNIE E. MILLS.
4. Recitation of Poetry,—The One Hoss Shay.
   O. W. Holmes.
   FANNY S. WHEELER.
5. Declamation,—Speech of T. F. Meagher.
   H. B. O'REILLY.
6. Music,—Variations of "Comin' thro the Rye."
   MARY E. ESTABROOK.
7. Declamation,—Uses of Astronomy. *Everett.*
   WARREN D. HOBBS.
8. Recitation of Poetry,—Annabel Lee. *Poe.*
   ANNA M. WILSON.
9. Declamation,—The Grave of Washington. *Pike.*
   MOSES PERRY.
10. Recitation of Poetry,—The Lifting of the Veil.
    VASHTI E. HAPGOOD.
11. Recitation of Poetry,—Bringing our Sheaves with Us.
    SARA A. MOORE.
12. Music,—Shower of Pearls.
    CARRIE A. BALLARD.

[19] *Ibid.*, Vol. I, No. 1, p. 7. November, 1859.

13. Declamation,—Reply to Calhoun. *Webster.*
JOHN F. DRYDEN.
14. Recitation of Poetry,—Music. *Shelley.*
EMMA Z. METCALFE.
15. Composition,—Wickliffe.
MARIE S. EATON.
16. Recitation of Poetry,—I'm pleased and yet I'm sad.
MARY E. ESTABROOK.
17. Declamation,—Insubordination in School. *Palmer.*
WM. C. FORBUSH.
18. Recess.
19. Declamation,—Nullification. *J. Q. Adams.*
C. L. WOODBURY.
20. Recitation of Poetry,—Unrest. *S. More Shute.*
L. A. BROWN.
21. Composition,—Poets and Poetry.
SARAH M. BLAKE.
22. Declamation,—The American War. *Col. Barre.*
F. M. GRIFFIN.
23. Recitation of Poetry,—Pictures of Memory. *Alice Cary.*
HELEN A. WILDER.
24. Declamation,—The Candidate's Position. *Hosea Biglow.*
FRANK R. FIRTH.
25. Music,—Mrs. McDonald.
HELEN M. TUFTS.
26. Declamation,—The Lovejoy Riot. *Wendell Phillips.*
JOS. W. GIRD.
27. Recitation of Poetry,—Mary, Queen of Scots.
H. G. Bell.
FANNIE M. LINCOLN.
28. Declamation,—Beecher on Charities.
E. L. BARNARD.
29. Recitation of Poetry,—William Tell.
CARRIE A. BALLORD.
30. Declamation,—The Launching of the Ship. *Longfellow.*
A. E. LAMB.
31. Composition,—A Summer Sunset.
SARA A. MOORE.
32. Music,—Song: Come e Bello.
MARY A. METCALFE.

33. Recitation of Poetry,—Old Daniel Gray. *Holland.*
JULIA M. MARTIN.
34. Declamation,—Charity begins at Home.
George Thompson.
JAS. S. ROGERS.
35. Recitation of Poetry,—The Bridge of Sighs. *Hood.*
MARY F. WENTWORTH.
36. Music,—Duet. From Weber's Last Waltz.
CARRIE BARNARD—CARRIE Z. WASHBURN.

This example illustrates the general practice throughout New England with regard to the use of formal training in expression as a means of public entertainment. Closely akin to the "rhetorical exercise" was that of debating. Here and there formal debating clubs were organized by the students for the promotion of the art. The best example of such an organization was also in the Worcester High School and was known as the Eucleia Debating Club. The value and purpose of the club were probably best expressed by the editor of the high school paper as follows:

"This club was formed somewhat more than two years ago, and is now, therefore, well established. It is a fixed fact, and we wonder now how the members of the school ever got along without it. . . .

"In many respects it is the means of usefulness. The discipline which the mind gains, the information upon many questions discussed, mutually imparted by those who take part in the discussion, the knowledge of parliamentary rules derived from their strict enforcement, are a few of the many considerations to be urged in favor of this, and similar institutions.

"The Officers of the society are elected once a term. At present they are:—President, Geo. C. Holt; Vice President, J. W. Hicks; Secretary, Wm. H. Drury; Treasurer, H. D. Putnam. New officers are to be elected, Friday evening, Nov. 18th. Our *aim,* like our *name,* is 'good reputation.' " [20]

[20] *Ibid.,* p. 4.

In another issue of the same paper the general plan and function of the debating club are set forth.

"We think it no vain boast to say that our society is one of the firmest pillars of the school, and the loss of it would be greater than any other which the school could sustain.

"Our society has had many worthy members, some of whom are doing us, as well as themselves, credit in the principal colleges of the country, and they willingly admit their indebtedness to our society.

. . . . . .

"The order of exercises at each meeting is as follows:

1st, Declamation
2nd, "
3rd, "
4th, Oration
5th, Declamation
6th, Discussion of some question by two affirmative and two negative disputants.
7th, Criticism for the evening.

"Our meetings are regularly held on alternate Tuesday evenings, commencing at 7 o'clock. . . ." [21]

Closely related to the work in declamation and debating in the school itself was the work of the lyceum which, as a rule, was independent of the school. It was a community organization designed for the improvement of both young and old in literature, science and other cultural subjects. Occasionally a lyceum was established in the school or in connection with the school. An organization known as a "Social Literary Union" existed in Worcester before the establishment of the Eucleia Debating Club. Although it was supported largely by the high school students it was not a part of the school. When the latter organization was established the "Social Literary Union" declined.[22]

[21] *Ibid.*, Vol. I, No. 2, p. 5. December, 1859.
[22] *Ibid.*

Other organizations appeared having the same general purpose of intellectual improvement. Hartford had a Greek letter society as early as 1859, known as the "Sigma Phi Society." The only record of its early activities now existing is a "Programme of the Entertainment to be given . . . for the benefit of the School Library." This program consisted of "The Merchant of Venice" and three other short plays entitled "The Tailor of Tamworth; or State Secrets," "Stage Struck Yankee," and "Irish Tutor." The following recitations were also included in the program: "The Drunkard's Daughter," "American Flag," "Whiskers," and "Medley." [23] Providence High School had a similar organization in the fifties.[24] The Greek letter society was probably the result of college influence. Other organizations of a special character have been found in the records of various high schools. During the period of the Civil War patriotic clubs sprang up, especially among the girls. Worcester High School had an organization composed of sixteen girls known as the "E. E. Society" which met weekly for the purpose of making articles of clothing for the Union soldiers. They also collected funds for the soldiers and for the purchase of "second hand school books for the use of contrabands." [25]

There is little evidence of the existence of organizations for physical development. The emphasis upon the intellectual type of organization was so strong that the athletic club was not in demand. There is, however, a

[23] *Programme . . . Sigma Phi Society . . .* April 21, 1859.

[24] Programs of the society in volume of documentary material in office of Principal of English and Commercial High School.

[25] Worcester High School: *op. cit.*, Vol. III, No. 8, p. 4, February, 1862.

single reference to a high school base ball club at Worcester in 1859. The character of high school baseball in the fifties is best shown by the following news item:[26]

"THE W.H.S. BASE BALL CLUB

"It is by no means our purpose to enter into an elaborate disquisition on the subject of Ball Playing, viewed in the health-and-exercise light, or the comparative amount of benefit derived from the expenditure of so much time and money. But it may not come amiss to give some little history of the W.H.S.B.B.C., which is, at present a prominent institution of the school. About the middle of Last September, a paper, purporting that 'We, the undersigned, join ourselves together for the establishment of a Base Ball Club,' was circulated among the gentlemen of the school. A constitution was drawn up, and in this manner without parade or ostentation, the Club rose into being. In accordance with the constitution, several of the softer sex added their names to the list of members. But the event proved a miscalculation of their power and endurance, and they deserted in a body. The mournfulness of which loss was somewhat mitigated by the leaving of 'ten cents each, initiation fee' in the Treasury. The schoolyard underwent such preparation as the nature of the circumstances allowed, and several games, of little interest except to the players themselves, were carried on attendant with the usual results, viz: a few broken windows, and innumerable ? lost balls. Meanwhile reports were heard of a famous club ycleped 'Eaglet'—a club which had its playground on the new common. Whereat, the spirit of the H. S. Club rose up, and it was hastily, and *then* seemed rashly voted 'to challenge the Eaglets to play a game of 50 tallies'; which challenge was promptly accepted, and the afternoon of Wednesday, the 12th of October, was appointed for the fight. At one o'clock of this momentous day, ten bold Eaglets with supernumeraries, scorers and referees in quantities to suit, were on the ground. An array, indeed whose formidable ap-

[26] *Ibid.*, Vol. I, No. 1, p. 5, November, 1859.

pearance effectually dispelled what little hope of success had been cherished by the club.

"At length the required number of our players was present, and all preparations having been completed, at 2 o'clock the game began, H. S. having the first inning. In a short time the Eaglets made 6 tallies, which number they had great difficulty in passing, while H. S. went on to between 30 and 40. And then, in turn, the Eaglets steadily gained until they had scored some 30 to 45. Both sides being anxious to finish the game that day, the playing was continued till quite late, and in the latter part, the Eaglets having their ins, and being favored by the darkness, still gained, until shortly after 6 o'clock the game was adjourned, H. S. having scored 48 tallies to the Eaglets' 42. We adjourned in expectation of finishing it at another time, but the Eaglets expressed their willingness to let it remain as it was. The success on our part, so unexpected to everyone, was, in a great measure, owing to the superior throwing on our side: for the Eaglets afterward affirmed 'That they could not expect to beat us, so long as we had HORACE B. SMITH *for a thrower.*'

"It may be well to state that all that prevented our victorious Club from immediately challenging the Upton 'Excelsiors'—who had just defeated the Medway Club in their great match game—was the lateness and darkness of the hour.

"The following is a list of the tallies on each side.

"H.S.B.B.C.		OUTS	EAGLETS		OUTS
G. C. Holt.....	5	2	E. Spring.....	6	3
F. M. Griffin....	5	2	D. Daniels.....	6	4
H. B. Smith....	3	1	W. Putnam.....	4	3
F. Capron.....	4	4	P. Daniels.....	4	4
H. B. O'Reilly..	5	4	G. Manning....	2	4
M. Goodell.....	5	4	J. Ward.....	3	2
E. L. Barnard..	6	3	C. Bemis.....	4	3
W. Aldrich.....	7	2	L. Harrington...	2	5
A. Lamb.....	4	5	J. Thompson....	5	2
W. D. Hobbs...	4	5	T. Manning....	6	1
	48			42	

"The present Officers of the Club, are
G. C. Holt, President.
F. L. Smith, Vice President.
F. M. Griffin, Secretary.
E. L. Barnard, Treasurer."

One of the most significant activities of the early high school was that of the school paper. A number of schools have preserved bound volumes of manuscript papers, prepared to be read before the school at regular intervals. The best examples of such are the two papers edited by the Girls' High School of Portland from 1851 to 1863. One was called "The Constellation" and the other "The Aspirant." The two papers were acknowledged rivals and served as a medium of expression of student opinion as well as the presentation of choice bits of poetry, essays, jokes, and school news. The final stage in high school journalism—the printing and distribution of copies was not practiced generally. The high schools of Hartford, Worcester and Boston (Latin School) were probably the earliest to attempt such a project.

"The Students' Manual," the carliest paper of the kind examined in this study, was published by certain students of the Boston Latin School in 1851. Volume I, Number 2 was published under date of April 16, 1851. Excerpts from the title page indicate the authorship and policy of the paper:

"G. W. Copeland,
J. W. Ellis,
D. W. Wilder,
} Proprietors

Terms.

"For one copy, 12½ cts. per month. Any person who will furnish us eight new subscribers, shall receive a ninth copy gratis. In all cases payment strictly in advance." [27]

[27] *The Students' Manual,* Vol. I, No. 2, p. 1, April 16, 1851.

On May 7, 1851, Volume II, Number 1 of the same paper appeared. There had been a change in proprietors since April 16 as is indicated by excerpts from the paper itself:

"The Students' Manual is published every Wednesday, under the direction of

G. B. Chase
C. F. Adams, Jr. } Proprietors."

The terms remained the same as under the old management. Agents were appointed in the English High School and other schools of the city. The columns were devoted to poetry, news, stories, editorials, and advertising. The regular issue consisted of four pages of three columns each.[28]

In October of the same year the first *bona fide* high school paper of which we have a record appeared at Hartford and was called "The Effort." E. C. Bolles was the editor and a contributor as well. It is probable that but one issue was published. The paper consisted of twelve single column pages and was devoted to essays, poetry, chronicles, sketches and stories. There were no news items, jokes or advertisements. "The Effort" was really a high school paper, the editor having been selected by the school, and the paper was meant to be a medium through which the talent of the Hartford Public High School was to be displayed.[29]

In January, 1857, the "High School Chanticleer" was brought forth under the auspices of the Hartford Public High School. "Chanticleer" was a four page, three

[28] *Ibid.*, Vol. II, No. 1, p. 1, May 7, 1851.
[29] Hartford Public High School: *The Effort,* Vol. I, No. 1, p. 1 f. October, 1851. The title-page is reproduced on page 349.

column paper of the humorous variety, "published every once in a while, by Jim Crow Chanticleer. Price, Two Cents. G. Hebard, Sole Agent." [30] The policy of the paper as expressed in the first editorial indicated that it was "devoted to Agriculture, Horticulture, Trigonometry, Geometry, Hieroglyphics, Acoustics, Politics, the lost Arts, the weather, general intelligence, Poetry, Chronology, Phrenology, Osteology, Lithology, and everything else worthy of our attention." [31] Such were the early attempts at high school journalism at Hartford.

The most successful work of the kind before 1865 was in Worcester, judging from the character of the paper and the fact that it continued over a period of about three years and probably longer. The paper was known as "The High School Thesaurus" and was "published monthly by the scholars of the High School . . . price single copies 5 cents." The first issue appeared under date of November, 1859, and consisted of eight pages of three columns each. Throughout its existence "The Thesaurus" maintained its high standard. Its columns were devoted to translations of the classics, editorials, general and school news, poetry, essays, advertisements, school calendars, class and examination schedules, courses of study, catalogs, and other official information. The general policy of the paper as set forth in the first editorial was followed very closely during its first three years. The character of this policy is indicated in the "Prospectus" which follows: [32]

[30] [Hartford] High School: *High School Chanticleer,* Vol. 1, No. 1, January, 1857. Title-page is reproduced on page 353.

[31] *Ibid.,* p. 2.

[32] Worcester High School: *op. cit.,* Vol. I, No. 1, p. 4, November, 1859. See pages 350 and 354 for specimen pages.

THE EFFORT.

"PRIMO ASPIRAT FORTUNA LABORI."

VOL. I. HARTFORD, OCT. 1851. NO. 1.

EDITORIAL.

"COMMENDO VOBIS PARVUM MEUM FILIUM."

Most subscribers listen to the voice that comes to their ears from the depths of the editors' abiding place, just as an epicure hears a long grace before dinner—with grumbling complaisance. They are perhaps, partially justified in this, for editors ("Old Knick" of course excepted,) rarely address their patrons but to dun, complain, or scold. With none of these awful purposes, yet with a sober face, do we now appear to say a little about ourselves, our paper, and our prospects.

Let there be no offence because the list of topics is headed with our own names. We would only claim a regal and editorial prerogative, that the pronoun "we" be granted to our use, our assumption of dignity being undisturbed by the cavillings of the singular number. We honestly believe that "The Committee" is in the plural.

We, therefore, are the humble media through which the talent of the High School is to be displayed. We are collecting the first harvest of thought from fields long unused to the sickle, where the rich ears have as yet ripened in secret. A brilliant reputation is by no means to be obtained in a moment for our paper, but if energy is to be found in the minds of schoolmates, united with the talent scattered so profusely around us, no shame will fall to our lot in the future.

The enemy who is most strenuous, and whose victory will ruin The Effort, is self distrust. When the shadow of this foe falls athwart the sanctum floor, then will the editors know that it has brought hesitation and refusal to their contributors, and prepares disappointment and failure for them and their undertakings. Long be the face of this demon unknown in our classic halls, and in the hearts of our co-laborers in the new enterprise.

Title Page, "The Effort," October, 1851.
(Hartford Public High School.)

The High School Thesaurus.

The Thesaurus.

WORCESTER, NOVEMBER, 1859.

Editors for present Number.

Prospectus.

THE *idea* of publishing a *printed* paper at the Worcester High School, is not of recent origin, though not until, now, carried out in its practice. The precise time when the subject was first proposed, is uncertain. An unsuccessful attempt was made in 1854, or '55, we think. The plan then was, to publish a paper devoted to a furtherance of knowledge in Natural History and kindred studies, and its name was to be "Pegasus." But though the editors were appointed and the work of compiling actually commenced, the plan was not persoveringly followed up, and it consequently failed. In former years a written paper, composed of short editorials, the compositions of the scholars, selections of wit, &c., was read before the school once a week.

Its editors were a young lady and gentleman, appointed by the principal teacher.

Its size was equal, usually, to four sheets of "foolscap" paper; and nearly three-fourths of an hour every Saturday morning were devoted to its reading. Ambition to have one's composition [illegible] served as a stimulant, over urging to continual efforts at improvement, and the regular reading of the paper was always looked forward to with interest by all, and with some fear and trembling by those whose reputations as composition writers were at stake.

The numbers of this interesting paper are in the possession of the school, and form a pleasing collection of youthful productions We may, in future numbers, give the readers of "*Thesaurus*" some selections from its well stored columns.

The "*Thesaurus*" will contain statistics relating to school matters, short editorials, and selections, translations, compositions in prose and verse, and in each number a report of the proceedings of the Eucha Debating Society, and an occasional oration or discussion.

In presenting the first number of our paper, we desire that all critics, prone to disparaging and fault-finding, should bear in mind that our object is not to enter the lists as competitors with the old, long-established and leading publications of the day, but *solely* to improve the character of the compositions, and to place in accessible form. We desire therefore, that it may be borne in mind that, in asking the friends of the school, the parents, and all others interested in our success, to patronize us, we make them no promises of remuneration, except the satisfaction which the consciousness of having done a good deed, ever inspires.

With the warnings of past failures to aid or discourage us, as the future will determine, and with many misgivings as to our own ability to perform the duties incumbent upon us, as editors of the first number of the "*Thesaurus*," we, as editors of the first number of the "*Thesaurus*," enter upon our work. And with this explanation, we entrust our little sheet to the public.

Mayor Bullock's Donation.

With a munificence, which brings to mind Hon. Stephen Salisbury's noble gift of extensive and costly apparatus and books to the High School, a dozen years since, the fruits of which have been richly enjoyed by its pupils, our Mayor, the Hon. Alexander H Bullock, has just given ONE THOUSAND DOLLARS for the encouragement of learning and good morals in this institution. This liberal donation—the largest ever made to the public schools in our city—was as unexpected as it was generous. Not that we needed assurance of his interest in high mental or moral attainments in our youth, or of his regard for this institution of our pride and affection, or of his own characteristic liberality. His repeated visits, his kindly sympathy and wholesome advice, his own finished scholarly culture, had borne satisfactory testimony to his appreciation of the great interests of education, and the part which our High School ought to sustain in this work.

On one point, however, we beg leave to disagree with him, and to express a hope that the community will coincide with us. We refer to the wish, expressed in his communication with so much modesty and delicacy, that his own name may not be connected with the premiums annually awarded. Simple justice and the unanimous voice of the public, who need no guarantee or voucher for his disinterestedness in his devotion to the welfare of our common schools, will, we trust, be allowed to overrule his honorable scruples on this point, and give to the premiums the perpetual designation of "THE BULLOCK PRIZE MEDALS."

The following regulations, submitted by a Committee composed of the following gentlemen:—Hon. Dwight Foster, T. K. Earle, Esq., Judge W. W. Rice, Rev. J. D. E. Jones, Rev. J. J. Power, A. W. Curtis, Esq., S. V. Stone, Esq., W. Ward, Esq., were unanimously adopted by the School Board, at their meeting, Nov. 7th, 1859.

"Resolved, That the income of the fund of One Thousand Dollars, which has been placed at the disposal of the Board by the munificent liberality of the Hon. A. H. Bullock, Mayor of the City of Worcester, be annually appropriated to the purchase of twenty silver medals, of uniform size, appearance and value, for distribution on each [illegible] among the scholars in the High School, and that, at the end of each school year, on the last day thereof, these prizes shall be publicly awarded [illegible]

Four medals for excellence in *Mathematics*

Four medals for excellence in *English Studies*,—which shall be deemed to include all the studies taught in the school, except those for which the other prizes are especially offered.

And one medal for excellence in each of the following branches, *Composition, Declamation, Reading, and French*.

All who shall have been members of the school during the entire year, with the exception only of temporary absences, for sufficient excuses, shall be candidates for medals, each in the studies which he or she has pursued; but only one medal shall be awarded to any scholar in a year, and no one shall receive a medal, who has, during the year, been guilty of any serious misconduct or gross violation of the rules of the school

When the merits of any scholar shall have been such, that he or she would be entitled to a prize in more than one department, that fact shall be publicly announced, and the medal shall be awarded for excellence in all the branches in which it has been deserved

The School Committee, at the commencement of each year, shall elect five gentlemen, none of whom shall be members of that Board, to act as Judges in the award of the foregoing prizes; who shall be governed in their decisions by the marks of the scholars for recitation and deportment during the year, by their appearance and proficiency at the school examinations, and such other modes of ascertaining their comparative merits as they may think fit to employ."

The Eucleia Debating Club.

This club was formed somewhat more than two years ago, and is now, therefore, well established. It is a fixed fact, and we wonder now how the members of the school ever got along without it. But the world once got along without steamboats and railroads. When these became indispensable however, they were invented. We suppose the same to be true of our debating club.

In many respects it is the means of usefulness. The discipline which the mind gains, the information upon many questions discussed, mutually imparted by those who take part in the discussion, the knowledge of parliamentary rules derived from their strict enforcement, are a few of the many considerations to be urged in favor of this, and similar institutions.

The Officers of the society are elected once a term. At present they are:—President, GEO. C. HOLT; Vice President, J. W. HICKS; Secretary, WM. H. DREWRY; Treasurer, H. D. PUTNAM. New officers are to be elected, Friday evening, Nov. 18th. Our *motto*, like our *name*, is "*good reputation*."

Editorial Page, "The High School Thesaurus," November, 1859. (Worcester High School.)

"PROSPECTUS

"The *idea* of publishing a *printed* paper at the Worcester High School, is not of recent origin, though not until, now, carried out in practice. The precise time when the subject was first proposed, is uncertain. An unsuccessful attempt was made in 1854, or '55 we think. The plan then was, to publish a paper devoted to a furtherance of knowledge in Natural History and kindred studies, and its name was to be "Pegasus." But though the editors were appointed and the work of compiling actually commenced, the plan was not perseveringly followed up, and it consequently failed. In former years a written paper, composed of short editorials, the compositions of the scholars, selections of wit, etc., was read before the school once a week.

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compositions, and to place matters of school interest in a permanent and accessible form. We desire therefore, that it may be borne in mind that, in asking the friends of the school, the parents, and all others interested in our success, to patronize us, we make them no promises of remuneration, except the satisfaction which the consciousness of having done a good deed, ever inspires.

"With the warnings of past failures to aid or discourage us, as the future will determine, and with many misgivings as to our own ability to perform the duties incumbent upon us, we as editors of the first number of the 'Thesaurus,' enter upon our work. And with this explanation, we entrust our little sheet to the public."

It is clear that a fairly wide range of student activities was provided for in the high schools in Worcester, Hartford, Boston and Portland as well as in other smaller towns. These early experiments became the models for other experiments in other towns. Out of these early practices developed the varied social activities so prominent in the modern high school throughout the United States.

III. THE HIGH SCHOOL PUPIL

It is apparent that the high school pupils of the period under consideration had a wide range of interests aside from the regular school subjects. The degree to which the high school attracted the boys and girls of that day is a fair index of its efforts to meet individual and social needs.

The high school student before 1865 differed little in native equipment from the high school student of today. There may have been a slight difference in the median age,

HIGH SCHOOL CHANTICLEER.

VOL. I. HIGH SCHOOL, JANUARY, 1857. NO. I.

The HIGH SCHOOL CHANTICLEER, published every once in a while, by
JIM CROW CHANTICLEER.
PRICE, TWO CENTS
G. HOWARD, Sole Agent.

Poetry.

A Sunnit to the Big Ox.

Composed after six of my fellow Scholars have had a try at it, and it is found to be a failure.

All hail! thou mighty animal—
all hail!
Your ma I should say your pa
was partly wale
Do you remember when you was
very little?
I wonder how big you was then,
you
Was little, an if your mother was
no you now!
That you've grown so long, and
thick and phat;
Or if your father would recognize
his offspring
And his kalf, thou elefanteen quadruped!
I wonder if it hurts you much to
be so big,
And if you grode it in a month
or so
I spose when you was yung tha
did n't gin
You skim milk, but all the kreme
you kud stuff
Into your little stummick, yeat to
boot
How big you grow: and afterward
tha no doubt
Fed you on oats and ha. and sich
like,
With perhaps an occasional punkin
or squosh!
In all probability yu don't no yure
enny
Bigger than a small kaf; for if yu
did,
Yude break down fences, and
switch your tail,
And rush around, and hook and
beller,
And run over fowkes, thou orful
beast.
Oh, what a lot of mince pize yude
eet!
And sassengers, and your tale,
Wuich kan't we far from plenty
pounds.
Wud make nigh unto a barrel of
ex-tral soap!
An i could n't heap of stakes be cut
off yu,
Wuich, with salt and pepper and
tomatus
Ketchup, wouldn't be bad to nik,
Thou grate and glorious insek!
But I am close, O most prodigius
mouth!
[illegible] of yu,
when yu di
He rive a mel-ancholy sare body and
sori eyes,
Pernouncin yu the largest of your
race:
And as I don't expect to have a
half dollar
Agin a spare for to pa to look a
yu, and as
I ain't a ded hed, I will su, fare
well.

SARAH.

DOINGS AT OUR SCHOOL HOUSE.

BY SIX OF OUR OWN.

"First class of vagabones, rise!" thundered our schoolmaster. Well, the vagabones rose.—"Now answer every question correctly, or I'll break every bone in your body," was the next pronunciamento of the old autocrat of our red school house. Sapient old pedagogue! thy years were many and full of knowledge. Looking back, through a vista of birch rods, I can see his restless, gray eyes darting in quick glances from pupil to pupil in search of the "graceless scamp" who threw the last spit-ball with such wonderful precision as to barely escape his nose and stick fast to the adjacent wall. And now I remember he had a most perplexing squint—a squint accommoda[illegible] looking directly at one, that one might go off and no longer fear getting licked, but if his eyes were fastened in a direction, one could not tell where, then be wary, for it might be on you. Glorious old master! if your eyes squinted, your heart was as true as the needle to the pole—your admonitions had no squint; you thrashed all alike; and alike shared your wonderful store of knowledge. This was the last day of the quarter—for a week, our individual store houses of lore had been progressing through the various stages of mental ventilation and renovation; our memories jogged; dormant ideas awakened, and all our energies scoured up to a high state of brightness, by a copious application of the master's brick-dust of erudition. We were in prime order.

"John Brown, what do you understand by acoustics?"

"Why, a stick to drive cows with, I s'pose."

"Get out, you young vagabone! did I not just see you reading about the science of sound?"

"Guess not—that was about Sylvester Sound, the Sonambulist."

"It was, eh? Sarah, you are John's younger sister?"

"Yes thir."

"What is accoustics?"

"I know thir—it ith the art of making a noith, and hearing noith."

"You are right—explain it."

"Yeth thir. If you stick your finger in your mouth, and then pull it out thunely, the cold air rutheth into the vakkum, and produtheth a thound; thriketh on the tympan of the ear, with maketh the thound audible, and it ith called the thientb of a courth tixth."

"You are quite right, Sarah; John, can you tell me what is meant by acoustics? be careful,

Title Page, "High School Chanticleer," January, 1857. (Hartford Public High School.)

THE High School Thesaurus.

VOLUME I. WORCESTER HIGH SCHOOL, NOVEMBER, 1870. NUMBER 1.

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POETRY.

Lateral Hexameter Translation of Virg. Æ. 2, 624 – 670.

Then of a truth in fire all Ilium seemed to me sinking,
And from its lowest base o'erturned seemed the Troy of Poseidon.
Sank like an ancient ash on the tallest peak of the mountains,
When, deep-gashed with the steel, and with frequent blows of the axes,
Woodmen with vying are eager to fell it,—it constantly threatens;
Trembling in foliage it sways to and fro, and its summit it shakes;
Till by degrees all vanquished by wounds, at the last it hath given
Terrible groaning, and torn from the cliffs it hath dragged with it ruin.
Then I descend, and a deity leading, 'twixt flame and the foeman
Make my way. Weapons give place, and the flames recede from before me.
But when at length I fully had reached the abode of my fathers—
Reached those time worn houses—my father, whom first I was wishing
Into the towering mountains to bear, and whom first I am seeking,
Resolutely says that he will not prolong life, Troy having fallen—
Exile he will not bear. "O, ye whose blood is yet youthful—
Ye," he exclaim, "whose strength stands firm by inherent robustness,
Meditate flight.
If the celestials had willed that I should prolong my existence,
This house they would have saved me. Sufficient, and more than sufficient,
Once to have witnessed its sack, outliving the city's overthrow.
Thus! O thus fall at rest! bid farewell to my body and leave me.
I shall myself by some hand find death: for the foe will have pity:
Plunder alone will he aim at. The loss of a burial is easy
Object of hatred to gods and of no one—long have I lingered,
Year upon year, since the father of gods and the sovereign of mortals
Blew with the blast of his thunderbolt on me, and touched me with lightning."
Thus he continued to speak, and remained in his fixed resolution.
Dared into tears on the other hand I and my wife and Ascanius—
All the house with us—that father should not in his own death be willing
All to involve, and add weight to the doom so heavily pressing.
Still he refuses and clings to his purpose, and in the same posture.
Rush I again to the fight, and in deep woe long for destruction.
For what opt'on I collect or what further now was presented?
Pitied thou hope, sire, I would depart, thou being aban doned!
So great wickedness—did it escape from the lips of my father?
If it please Heaven that anything be left of so famous a city,
And in thy mind that is fixed, and Troy doomed to perish,
Thee too and thine it delights thee to add, that death's door is open.
Even now Pyrrhus will come from the orphan blood of King Priam:
Son in the presence of sire, and the slav er at the altars he butchers.
Was it for this, dear parent, that thou through flames and through weapons,
Rescued me, in order that I in the midst of the inner apartments
Foes might behold, and might see Ascanius, see too my father,
Near by Creusa, each in the other's blood savagely murdered?
Arms! O men! Bring arms! The last light summons the vanquished.
Back to the Danaans give me: the conflicts reserved to count.
Suffer me. Never to-day shall all of us die without vengeance.

Fame.

A monument lasting, more durable far
Than brass, yea, and higher than Pyramids are,
I've reared to my name. No fierce wasting storm
Nor Aquilo furious shall e'er its fare form
Demolish or harm. The unending race
Of swift-flying years, the dark-footed pace
Of ruinous time, it ne'er shall deface
I shall not die, the worthier part
Of what is myself shall escape the dread dart
Of pale Libitina. No, ever shall my name
On the lips of posterity widen in fame
So long as the Pontiff, and th' mute virgin band
Ascend the Capitoline, at Vesta's command.
Where the Aufidus, foaming fierce, furrows its way,
And Bantus in jumple, holds sovereign away
Over parched, thirsty realms and barbarians rude,
From lowly parentage, my weakness subdued,
There, as the first Lyre, who Latian verse
In measures Italian, did it sweetly rehearse
Shall I be extolled. Assume now that pride,
Melpomene, Goddess of Music my guide,
Acquired by thy wisdom, to which I would bow,
With Laurel of Delphi, entwine my brow.

Horace, Book III, Ode XXX.

Orpheus and Eurydice.

Once upon a time, there was a musician, by name, Orpheus, who played so sweetly upon the lyre that he fascinated every thing that heard him. He was also very handsome, having, as his historians say, a most expressive face, whose principal features were the forehead and eyes. His broad forehead teemed with thought, his black eyes were the windows through which his soul looked out, his mouth was the embodiment of music and poetry: but his "crowning glory" was his wealth of black hair. So it was no wonder that wherever he went, he drew all hearts to him. As he was wandering in a forest one day, he suddenly met Eurydice, a maid of wondrous beauty, who had lost her way. She was charmed with his music, and he with her beauty, they were indeed, a *charming couple*. After a short courtship, which, as it probably was like common people's courtships, I will not attempt to describe, they were married. After many years of happiness, one warm, sunny day, Eurydice went into a grove to gather flowers. She wandered along, singing to herself and picking the bright flowers strewn around in such profusion, until she was quite wearied out. So she sat down upon a mossy stone, thinking that she would rest a few moments and then return home. But as she sat there, thinking of Orpheus, who had gone to a feast of the gods, she fell asleep. Now you may think that it was very imprudent for a young lady to go to sleep alone in the woods; but you would hardly imagine that the consequences would be as disastrous as they really were. For if she had remained awake, she would have seen a serpent slowly creeping up to her. This serpent which many have thought to be the same one that enticed Eve, approached nearer, and nearer, till at length he was directly in front of her. Not till then did she awake and meet the basilisk eyes of the serpent. For a moment, dread horror was depicted on her countenance: she struggled to scream, to escape, but only for a moment. Soon her face assumed the appearance of a person in a trance. Then the serpent coiled himself around her, and in a moment she had ceased to breathe; and Pluto, appearing, carried her to Tartarus.

Orpheus came home the next day, but did not find Eurydice. He was almost distracted, for she had always been the first to meet him when he had been away. Tired as he was, still he took his lyre in hand, and making a vow not to return until he had found Eurydice, he wandered to and fro over the earth; but

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taken the country over, but, judging from such statistics as are available and the minimum age requirement of twelve years which some schools enforced throughout the period under consideration, the difference in median age was of little consequence. The range of ages, however, was of greater significance and sometimes led to grave consequences. It was not unusual to find pupils in the same school whose ages ranged from 11 to 21 years. The causes for this wide variation were the inefficient elementary schools and the common practice on the part of many boys and girls of attending school only a few months of the year and thus prolonging the high school period. Moreover, some high schools offered normal courses which attracted the older students, especially the "young ladies."

On the whole the physical and mental traits of the New England high school student of the first half century were rarely inferior to the corresponding traits of the present high school student. The range of individual variation was probably as great in that day as at present even though the population of the modern high school is far more heterogeneous as to race elements.

The social character of the high school population varied in most respects as it varies today. The chief difference was that the student group of the thirties, forties and fifties reflected the homogeneity of the New England population. The disintegrating influence of racial characteristics was not felt before 1865 except in occasional rapidly growing population centers in which immigrant colonies had settled.[33] Without doubt the

[33] Lowell, Manchester and other industrial centers felt this influence before 1850. See pages 76 ff. and 151 ff.

high school of that day was a thoroughly democratic institution in so far as the presence of representatives of all the varied groups of social and economic life was a test. Henry Barnard cites several significant statements of high school principals and others dealing with this point. The principal of the English High School in Boston is credited with the following statement:

"The school under my charge is principally composed of what are called the middling classes of our city. At present, about one third of my pupils are sons of merchants; the remaining two thirds are sons of professional men, mechanics and others. Some of our best scholars are sons of coopers, lamplighters, and day laborers. . . . We have several sons of clergymen of distinction and lawyers of eminence. Indeed, the school is a perfect example of the poor and the rich, meeting on common ground and on terms quite democratic." [34]

From Worcester, it was reported that "our High School is exceedingly popular with all classes, and in the schoolrooms and on the playgrounds, the children of the richest and poorest mingle with perfect equality." A correspondent from Brattleboro wrote that "in the same school-room, seated side by side, according to age and attainments are eighty children representing all classes and conditions in society." From Providence it was reported that the ultimate success of the high school over its many opponents was due to the opportunities it afforded to children from every class and condition of society.[35] A recent investigation of the occupations of parents and guardians of the students registering in Hartford Public High School from 1847 to 1865 revealed

[34] Barnard: *Practical Illustrations of the Principles of School Architecture*, p. 126.
[35] *Ibid.*, p. 127.

a most unusual variety of occupations ranging through a hundred or more from the laborer to the merchant and professional man.[36]

Judging from the character of the student population and the varied interests represented, it is probably safe to conclude that the high school of 1860 was meeting the individual and social needs of a larger number of the youth of New England and to a greater degree than had ever been possible in the Latin grammar school or the private academy.

[36] *Hartford Public High School Register* 1847-[1865] (MS.). Data compiled by Miss Clara D. Capron of Hartford, Connecticut, March, 1922.

CHAPTER XVI

SIGNIFICANCE OF HIGH SCHOOL DEVELOPMENT IN NEW ENGLAND BEFORE 1865

The purpose of this study has been two-fold. (1) It has attempted to present in some detail the circumstances surrounding the origin of the high school in New England and the main lines of development throughout the period from 1821 to 1865, in order that the institution itself might be understood. (2) In the light of the historical data presented an effort has been made to determine the exact nature of the influences that have affected the high school.

In seeking an explanation for the existence of any social practice one naturally looks for social habits, customs, and traditions as fundamental, determining factors. New England had developed during two centuries of educational practice certain well-defined habits, customs, traditions, and attitudes that unconsciously entered into the organization and practice of the first high schools. On the other hand there were certain opposing forces, progressive and radical in character, and founded upon immediate and compelling social needs. In the conflict of the old habits and traditions surrounding the Latin grammar school with the new theory and practice of the academy there naturally arose variations that had a profound influence upon the early high school. The most significant contributions of the Latin grammar school to the public

high school were methods of control and support and the early practice of separate schools for the sexes. The most valuable contributions of the academy were the dual aim of the secondary school, the enrichment of the curriculum, the provision of higher instruction for girls, and the improvement of methods of instruction. Besides, the high school fell heir to the "good will" and material equipment of the academy in many places. The high school may be characterized as the legal successor to the Latin grammar school and the natural offspring of the academy.

This study has shown that the first forty years of high school history divide rather sharply into two periods, with the division point at about 1840. The first of the two periods was consumed with the establishment of centers of experimentation in which the fundamental principles of high school policy were first tried out. The process of standardization which accompanied that of experimentation began before 1840 and continued on beyond. Experimentation likewise continued beyond 1840 in new schools that were established as well as in the ones established earlier. The experimentation carried on after 1840, however, was concerned with matters of detail and not generally with the broad principles of high school policy, already established.

The high school had its origin in 1821 as a response to a long-felt social need that had arisen because of a change in social, religious, political, and industrial life. It required a half century of experimentation with the private academy and the rise of a new generation before public opinion justified public control and support to the new type of institution. For the better part of another

generation it was experimental in character until it succeeded everywhere in New England, except in Boston, the old public Latin grammar school. For the first twenty years of its existence the high school was essentially an English high school. With the close of the "Period of Transition" [1] from colonial life and practices to the life and practices of an expanding nation, the high school rapidly assumed its larger duty of providing secondary education to meet the demands of a higher citizenship.

It has been shown by numerous examples that the influences that gave rise to the high school were native influences. Furthermore, there is no indication at any point in this study, that foreign influences affected the essential character of the New England high school. Probably no institution in New England, performing such fundamental functions as were performed by the high school before 1865, can lay greater claim to native origins; and to its promptness in responding to local social and economic needs.

Influences that contributed to the development and expansion of the high school in New England were (1) the demand for better educational facilities in the larger cities and towns; (2) the presence of educated leaders in the community and their power in town-meeting; (3) the Massachusetts law of 1827 and supplementary acts extending its power; (4) rapid economic development; (5) growth in centers of population; (6) development of the union district system; (7) the development of state departments and paid state educational officers. On the other hand there were retarding influences that should be

[1] Channing: *A History of the United States,* Vol. V, The Period of Transition, 1815-1848.

pointed out. The more important were (1) the district system with its petty politics and local jealousies; (2) town-meeting politics with its opposition to excessive taxation; (3) lack of paid supervisors and dependence upon unpaid visiting committees; (4) lack of suitable buildings and equipment, conveniently located; (5) lack of capable teachers and low salaries for those who were satisfactory; (6) lack of suitable textbooks; (7) existence of large numbers of academies many of which provided better facilities and better teachers than high schools could afford.

While the high school was gradually establishing itself in Massachusetts, Maine, and New Hampshire some fairly definite practices were being tried out and becoming standardized. This process continued with the expansion into the remaining states of New England but the essential features were established before 1850. The following summary presents the significant facts:

Aim of the High School.—The first high schools established adopted the single aim of preparation for life activities. With the disappearance of the few remaining Latin grammar schools, the high school gradually incorporated the aim of the old institution and by 1840 had the dual aim of preparation for college and preparation for practical life activities.

Admission Requirements.—The standards for admission to high school were set by Boston and were similar to those of academies. These standards included regulations as to: (1) minimum age; (2) time of admission; (3) examination; (4) preliminary training. A fifth element was implied in the admission regulations of the Girls' High School: limitation as to number to be admit-

ted. These five elements, or a part of them, became the model for most high schools before 1840. As the high school gradually assumed a position as an integral part or extension of the elementary school, there was a marked change in the emphasis upon some of these elements. After 1850 the requirements generally included: (1) certificate of good moral character and of proficiency in the elementary school subjects; (2) examination. A few schools retained the age limit and some others the limitations as to numbers.

Subjects of Instruction.—The subjects of instruction or program of studies of the early English high school were borrowed from the English department of the academy and female seminary. They consisted of the common English branches, the higher English branches, mathematics, science, history, philosophy, book-keeping, and other practical and "ornamental" subjects. When the Latin grammar school disappeared provision was made in the high school program for Latin and Greek. Modern foreign language was added also. By 1865 a wide range of subjects had found a place in the high school program of studies. A comparison of the subjects offered by representative high schools throughout New England reveals a striking similarity which indicates that the content of the school program was rather definitely standardized by the close of the period of this study.

Development of curricula and courses of study.—(1) The trend of high school development before 1865 was first toward consolidation and then differentiation or specialization. The first high school provided one curriculum. After the assumption by the high school of the dual aim, curriculum differentiation began. In general

the differentiation went little further than the provision for an English and a Classical "course" and for separate "departments" for boys and girls. Toward the close of the period under consideration a few schools provided special curricula known as normal and commercial "courses." (2) The course of study as at present defined did not exist before 1865. The only courses of study were the textbooks in the various subjects. A slight beginning in course of study making was attempted by Cambridge in 1852.

Hardly a feature of the present comprehensive high school can be named that did not exist, in some form, in the high schools of New England in the sixties. The aims of secondary education, the curriculum, the methods and even the general organization both curricular and extra-curricular may all be traced to the early New England high school. Some of the most significant features of the twentieth century secondary school: the junior high school, the provision for individual needs, and the development of student activities all had a good beginning in 1865. The modern high school is not so different from its early New England prototype; it is only larger and more complex. The phenomenal growth of the American high school during the past sixty years, as in its first forty years in New England, has been due in large measure to its adaptation to the educational needs of an expanding democratic society.

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In New York City, the Bryson Library of Teachers College, the Library of Columbia University and the New York Public Library provided considerable printed source and secondary materials. In Philadelphia constant use was made of collected materials in the Free Public Library, the Library of the Historical Society of Pennsylvania and the Library of The University of Pennsylvania. In the latter, the Penniman Memorial Library was of great value. At Washington, the Library of Congress and the Library of the Bureau of Education provided both manuscript and source materials.

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